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ABSTRACT

Intended for vocational counselors who are either relatively new to their field or who need to become acquainted with newly developed tools in the field, this student manual is a resource book for a course on methods and materials of vocational counseling. The "Index to Canadian Occupations" and "Your Personal Occupation Selector" are discussed as tools for identifying suitable occupations. Described next are various tools for exploring occupations, including Careers Provinces fact sheets, the Canadian Classification and Dictionary of Occupations, Career Canada booklets, the Canadian Occupational Forecast and Foward Occupational Imbalance Listing, and college and university program tables. Next the PLACE system, a system that fulfills the employment readiness stage of the career counseling progression, is outlined. Set forth next are the methods and materials of the Creative Job Search Technique. Two additional programs--one a computerized self-assessment system called CHOICES and the other a curriculum-based vocational counseling program called Creating a Career--are discussed. Each unit contains the following: a description of the given tool or program, a list of its components, and a description of the information that it provides. (MN)

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METHODS AND MATERIALS OF VOCATIONAL COUNSELLING

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STUDENT MANUAL

1981

Occupational and Career Analysis
and Development Branch
Employment and
Immigration Canada
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INTRODUCTION

The purpose of this manual is to provide a resource book for a course on methods and materials of vocational counselling. The course is intended for counsellors who are relatively new to the field of vocational counselling and for those who require a thorough acquaintance with newly developed tools in the field.

The Career Counselling Progression:

The course is presented in accordance with a logical sequence of vocational development, which is divided into four stages:

1. Identification of Suitable Occupations - Using a self-assessment of his/her characteristics (interests, abilities, education and training, etc.), the client identifies occupations that might be suitable in that they fit most of the client's requirements. In this course, the systems that fulfill this stage are the Index of Canadian Occupations and Your Personal Occupation Selector.

2. Exploring Occupations - In this stage, the client examines a variety of information about his/her occupational possibilities in order to make a thorough assessment of those possibilities and to crystallize an occupational goal. For the fulfillment of this stage, this course examines the following sources of occupational information:

   - Careers Provinces;
   - the Canadian Classification and Dictionary of Occupations;
   - Careers Canada;
   - the Canadian Occupational Forecast;
   - the Forward Occupational Imbalance Listing; and
   - the College and University Program Tables.

3. Employment Readiness - In this stage, the client assesses his/her readiness for employment with respect to his/her occupational goal and the labour market. The client identifies barriers to employment, sets goals to overcome such barriers, examines and chooses from among plans of action and implements the chosen plan(s). In this course, PLACE is the system that fulfils the employment readiness stage of the career counselling progression.

4. Job Search - This stage actually is one of the possible plans of action that may be implemented as a result of PLACE; but, since effective job search skills are an almost universal requirement of participants in the labour market, it is treated as a separate stage in this course. Clients develop effective job search skills through the Creative Job Search Technique program.

Two additional programs incorporate combinations of the above stages. A computerized system, CHOICES, enables clients to identify possibly suitable occupations on the basis of self-assessment (Stage 1); and to find information about specific occupations, compare occupations in various respects and find occupations that are related to others in terms of one or more topics (Stage 2).

Creating A Career is a curriculum-based program of vocational guidance that can be used in schools to help young people to develop self-knowledge and occupational alternatives (Stage 1); to gather and assess occupational information (Stage 2); and to develop effective job search skills (Stage 4). Participants in Creating A Career do not always immediately make occupational choices, but they acquire information-gathering and decision-making skills and they start to think seriously about themselves and the world of work.

The kinds of clients who can benefit from the above process of vocational development include:

- youths who require an orientation to the world of work in order to plan their education and training;
- people entering the labour market from school or the home;
- workers seeking to change occupations or to develop long-range occupational goals;
- the unemployed who require assistance in finding suitable occupations for which opportunities exist or in solving difficulties in finding work in their existing occupations;
- people seeking to confirm occupational goals and plans; and
- people with special needs in finding a place in the labour market (e.g. the handicapped).

STUDENT'S PACKAGE OF VOCATIONAL COUNSELLING TOOLS AND PROGRAMS

Each student who takes the course on methods and materials of vocational counselling should have the following package of materials. Index to Canadian Occupations - 6 booklets of occupation lists by:

Interests
Temperaments
Abilities
Physical Activities
Environmental Conditions
Education and Training Routes;

- Occupational Exploration Questionnaire;
- Aid in Using the Occupational Exploration Questionnaire;
- Grid-Aid to Occupational Choices;
- Master List of Cluster and Occupation Codes;
- Index to Careers Provinces and Careers Canada by ICO Cluster;
- Counsellor's Guide to the ICO.

Your Personal Occupation Selector Booklet

Careers Provinces - a complete set for the province in which the course is being given (e.g. Careers Nova Scotia).

Canadian Classification and Dictionary of Occupations -

- Volume I;
- Volume II;
- "...Knowing the CCDO";
- "...Coding by CCDO".

Careers Canada - a complete set of Careers Canada booklets (34).

COFOR and FOIL
- COFOR booklet for the province in which the course is being given;
- COFOR booklet for the region in which the course is being given (optional; if appropriate);
- COFOR booklet for Canada (optional);
- FOIL (most recent edition).

College and University Programs in Canada - most recent edition.

Occupational Exploration Record Sheet (from this manual).

"Guiding Clients in Exploring Occupational Possibilities" (from this manual).

PLACE
- PLACE Workbooks, Parts A/B, C, D and E;
- PLACE Sourcebooks on the World of Work, Parts A/B, C, D and E;
- PLACE Directory to Employment-Related Programs and Services;
- Bibliography - Employability Problem-Solving;
- PLACE Counsellor's Guide

CJST - Creative Job Search Technique Is ... 1, 2, 3;
- Creative Job Search Technique: Women Returning To Work;
- Bibliography - Job Search (from this manual);
- Bibliography - Group Counselling (from this manual);
- "How a Session is Conducted and Practical Suggestions" (from this manual);
- "Theoretical Considerations on Groups" (from this manual).

CHOICES - CHOICES Counsellor's Manual;
- CHOICES Travel Guide;
- A Handbook of CHOICES;
- CHOICES Master List of Factors.

Creating A Career - Instructor's Manual;
- Student's Workbook;
- A Career Planning Guide;
- A Job Search Guide
- Creating A Career: Background - Problems and Needs, Development (from this manual);
- Creating A Career: Curriculum Outline (from this manual);
- Creating A Career: Program Materials (from this manual).

SECTION I

SELF-ASSESSMENT FOR IDENTIFYING SUITABLE OCCUPATIONS

UNIT I

INDEX TO CANADIAN OCCUPATIONS

Purpose of the Index to Canadian Occupations

The Index to Canadian Occupations (ICO) and the Occupational Exploration Questionnaire (OEQ) are designed to help clients to explore the world of work and choose career goals. Users can find suitable careers by choosing characteristics that they feel describe them or the kind of work they want. Occupations that fit several (but not necessarily all) of a user's chosen characteristics probably best suit that person's career needs.

Make-Up of the ICO

The ICO consists of six booklets of occupations, the Occupational Exploration Questionnaire (OEQ) and the Grid-Aid to Occupational Choices.

For each job characteristic mentioned in the OEQ, there is a list of occupations. These lists are grouped in the following booklets:

- Interest Factors (orange)
- Temperament Factors (yellow)
- Abilities Factors (purple)
- Physical Activities (red)
- Environmental conditions (green)
- Education and Training Routes (blue)

The Occupational Exploration Questionnaire describes each job characteristic or factor in simple language and asks users to indicate which factors are desirable to them in their future work.

The Grid-Aid to Occupational Choices may be used, if desired, both to answer the OEQ and to record occupational choices when using the list of occupations. Using the Grid-Aid, clients can see at a glance which occupations are most likely to suit their needs.

HOW TO INTRODUCE THE ICO TO CLIENTS

HOW THE ICO WORKS

Step I	Step II	Step III	Step IV
SELF-RATING USING THE OCCUPATIONAL EXPLORATION QUESTIONNAIRE (p. 10)	CHOOSING FROM THE ICO LISTS AND RECORDING OCCUPATIONS (p. 13)	IDENTIFYING OCCUPATIONS FOR FURTHER EXPLORATION (p. 15)	EXPLORING OCCUPATIONS (p. 16)

OVERVIEW

A. In order to give clients a clear idea of the purpose of the ICO and how it works, give a brief description:

1. Explain the Purpose of the ICO:
   Explain to clients that the Index to Canadian Occupations is a tool to help them discover careers that are suitable. Emphasize that while the ICO draws clients' attention to occupations, only the clients can decide what they want to do.

2. Show the Booklets and their Colour Codes:
   Show clients the six booklets and point out that each is colour-coded to match the corresponding section of the OEQ:
   - Interest Factors (orange booklet)
   - Temperament Factors (yellow booklet)
   - Abilities Factors (purple booklet)
   - Physical Activities (red booklet)
   - Environmental Conditions (green booklet)
   - Education and Training Routes (blue booklet)

3. Show Occupation Lists and How they Match the Occupational Exploration Questionnaire:
   Show clients that each booklet contains lists of occupations, one for each factor in the OEQ. Note that the occupations are arranged on the lists in numerical order of their codes (you might give this as an example of the importance of the codes).

4. Any Occupation on a List Fits that Factor:
   Make clients aware that once they have chosen a characteristic or factor, any occupation on the list for that factor will fit that requirement.

B. Before they start to use the ICO, clients should always have the following documents:

1. A copy of the Occupational Exploration Questionnaire and of the Grid-Aid to Occupational Choices. The Grid-Aid is the client's and is meant to be kept by the client after having used the ICO.

2. A complete set of the Index to Canadian Occupations. Each set consists of:

   (a) the six booklets containing lists of occupations
       - Interest Factors (orange)
       - Temperament Factors (yellow)
       - Abilities Factors (purple)
       - Physical Activities (red)
       - Environmental Conditions (green)
       - Education and Training Routes (blue)

   (b) the Master List of Cluster and Occupation Codes

   (c) the Index to Careers Provinces and Careers Canada by ICO Cluster.

3. At least the following sources of occupational information should be available:

   (a) Canadian Classification and Dictionary of Occupations (CCDO), Volumes I and II;

   (b) Careers Provinces pamphlets that are relevant to your area;

   (c) all published Careers Canada booklets.

   Clients can use these publications to look up occupations either to find occupational descriptions during the selection process or to find further information about their occupational choices immediately afterwards. The more quickly and easily people get information on their choices the more likely they are to make use of them.

STEP I
SELF-RATING USING OCCUPATIONAL EXPLORATION QUESTIONNAIRE

Synopsis

In this stage, users rate themselves on the characteristics described in the Occupational Exploration Questionnaire (OEQ). Answers are recorded on the Grid-Aid to Occupational Choices.

What Counsellors Can do to Help Clients:

1. Show the Occupational Exploration Questionnaire:
Show clients the Occupational Exploration Questionnaire (OEQ). Explain that they use the OEQ to choose the factors that they feel describe them or the kind of work they'd like in each of the six sections. Ask them to read the instructions at the beginning of each section so that they will know how to answer each one.

2. Demonstrate How to Choose Factors:
Give a short demonstration of how to choose factors from the OEQ. You may perhaps choose a factor at random from the OEQ. For example, you may choose Interest 0 "Doing work where you can see clearly and immediately the results of your efforts." (See example, p. 21)

3. Demonstrate the Grid-Aid:
Show clients how to record their choices of factors on the Grid-Aid to Occupational Choices. Along the top of the Grid-Aid, clients circle the codes for their choices of factors from the OEQ. In the section on Abilities, they also fill in the level they feel they possess for the abilities they choose. For Education and Training, they fill in the code for their choice and, if they wish, the codes for any other education/training routes that also fit them or that they may be willing to enter.

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4. Make Sure Clients Know:
   When clients rate themselves using the OEQ and the Grid-Aid, make sure that they know:

   (a) The OEQ is not a test. There are no scores and only the clients know which answers are right for them.
   (b) Clients can choose as many or as few factors as they wish.
   (c) Clients should feel free to change their minds about the factors that they choose.
   (d) Clients should take their time. Hurried choices may cause distorted or imcomplete information about suitable careers.
   (e) If clients are unsure of which factors to choose, they should feel free to ask for help. You can then give them (i) the Aid in Using the Occupational Exploration Questionnaire (See p. 33) or ii) tests such as GATB and COII (See p. 12).

5. Further Information on the Occupational Exploration Questionnaire:
   Further information on the administration of the OEQ to clients is contained below under the following headings:
   - Clients Can Use the OEQ by Themselves (p. 10)
   - Difficulty in Choosing Factors Preferred (p. 10)
   - Inaccurate Self-Ratings by Clients (p. 10)
   - Conflicting Factor Choices (p. 10)
   - COII and GATB (p. 12)

STEP II
CHOOSING FROM THE ICO LISTS AND RECORDING OCCUPATIONS

Synopsis

In this stage, users read through the lists of occupations that correspond with the factors that they have chosen in the Occupational Exploration Questionnaire. While reading the lists, users note the titles and codes of the occupations that appeal to them on the Grid-Aid to Occupational Choices.

How You can Help Clients:

1. Demonstrate finding Lists of Occupations:
   Demonstrate to the clients that each factor they choose in the Occupational Exploration Questionnaire corresponds with a list of occupations in one of the six booklets. For example, find the list for the factor you chose when demonstrating the OEQ. (See example, p. 33: Interest 6) Point out that each booklet corresponds with a section in the OEQ. Each matching section and booklet carries the same colour code.

2. Demonstrate Choosing Occupations:
From the list, choose a few occupations, for example,

3311	Painters, Sculptors and Related Artists
3315A-C	Photographers and Camera Operators
8541-A	Cabinet and Wood Furniture Makers
8595-A	Painting and Decorating Occupations, Except Construction
9591-A	Photographic Processing Occupations
etc.	

When demonstrating this step, start at the beginning of the list of occupations and read down the columns, picking occupations. This step should be done exactly as the client would do it.

3. Demonstrate Recording Occupation Choices - Grid-Aid:
Demonstrate to the clients how to record their choices of occupations on the Grid-Aid.

In the left-hand column of the Grid-Aid, clients record the titles and codes of the occupations that they have chosen. To the right of each occupation, they put a checkmark in the box that corresponds with the list where they found that occupation. When completed, the Grid-Aid allows clients to see how often occupations appeared by simply counting the number of checkmarks beside each.

Using the occupations that you chose when demonstrating the lists of occupations, fill in the Grid-Aid as described above. You may want to keep a completed Grid-aid on hand to show to clients each time you introduce the ICO (See example, p. 35).

4. Demonstrate Recording Occupation Choices - Sheet of Paper:
If there is no Grid-Aid available, or if the client simply prefers, occupations can be recorded on a sheet of paper. They should then be listed under headings for each of the factors that the client uses.

Make clients aware that they can use a sheet of paper instead of the Grid-Aid, if they so wish. Demonstrate how to record occupation choices using this method.

If clients choose to list their choices of occupations on a sheet of paper, they can afterwards transfer their choices to the Grid-Aid. Clients will then find it easier to see how often each occupation appeared.

5. Short Titles:
Clients should be made aware that they do not need to copy down the longer occupation titles in full. To do so is tedious. They need only copy down enough of each title so that they can recognize it.

The importance of copying down the entire occupation codes cannot be overemphasized. Each number and letter is significant. A separate entry should be made for each code.

6. Further Information on Choosing Occupations:
Further information on the demonstration to clients of the lists of occupations and of how to record occupation choices is contained below under the headings:
   - Booklet Introductions (p. 13)
   - Client Makes All Decisions (p. 13)
   - Order in Which the Booklets Can Be Used (p. 13)
   - List of Major Groups (p. 13)
   - Time Involved in Using the ICO (p. 14)
   - The ICO May be Tedious for Some Clients (p. 14)
   - Unrealistic Occupation Choices by Clients (p. 14)
   - Show Volume II of the CCDO (p. 14)
   - Length of Occupation Lists That Clients Compile (p. 14)

STEP III
IDENTIFYING OCCUPATIONS FOR FURTHER EXPLORATION

Synopsis

In this stage, users determine the number of times each occupation was checked on the Grid-Aid to Occupational Choices (or was noted on a sheet of paper). This tells them how many times an occupation matched factors they chose from the OEQ. The occupations that appear often are the most likely to be suitable.

What Counsellors Can Do to Help Clients:

1. Demonstrate "FREQUENCY" Column on Grid-Aid:
Demonstrate to clients how to add up the number of times each occupation appears on the Grid-Aid. The totals should be recorded in the "FREQUENCY" column on the right-hand side of the grid.

   In the example shown on p. , the client has added up the number of times each occupation appeared and has written the totals in the column marked "FREQUENCY". For this client, "Writer, Publication" (3351-B) appeared the most often, 14 times. Occupations that appeared almost as many times (e.g. 2391 Educational and Vocational Counsellor) should also be noted. These are the occupations that are most likely to be suitable for the client.

   Clients can double-check that they didn't miss checking an occupation for a factor by looking that occupation up in the CCDO, Volume II.

2. Confirming Occupational Choices:
The frequency count can also confirm existing occupational choices. See below under the heading:

   - ICO Used to Confirm Occupational Choices (p. 15)

3. Interpretation of Information Obtained from the ICO:
Further information on identifying suitable occupations and on interpretation of the information obtained from the ICO is contained below under the headings:
- Frequency (p. 15)
- Indispensable Factors (p. 15)
- Avoiding Certain Environmental Conditions and Physical Activities (p.16)

STEP IV
EXPLORING OCCUPATIONS

Synopsis

In this stage, users look up more information about the occupations that they have found might be suitable. In this way, they can find information about qualifications, job prospects, earnings, duties and other aspects of occupations.

1. Finding Information on Occupations Chosen:
Briefly mention what sources of information about occupations exist. The more important sources include:
- Canadian Classification and Dictionary of Occupations (CCDO), Volumes I and II;
- Careers Canada;
- Careers Provinces;
- Forward Occupational Imbalance Listing (FOIL);
- Canadian Occupational Forecasting Program (COFOR)
- Weekly Job Opportunity Surveys of local CECs

See pp.17 below.

Point out to clients that there are tables for obtaining such information using ICO occupation codes. (e.g. Index to Careers Provinces and Careers Canada by ICO Cluster, Master List of Cluster and Occupation Codes).

2. Demonstrate the "Master List of Clusters and Occupation Codes":
Show clients how they can use the "Master List of Cluster and Occupation Codes" to find out the individual occupations that make up the clusters that they have chosen. For example, if a client looks up 3314-B Advertising and Illustrating Artists, the following occupations will be found:

3314-114	Animator
3314-118	Commercial Artist
3314-122	Medical Illustrator
3314-126	Scientific Illustrator
3314-130	Background-and-Title Artist
3314-136	Layout Man
3314-140	Cartoon-Background Artist
3314-146	Lettering Artist

Descriptions of these occupations can be found in the CCDO, Volume I, and in other sources of information about occupations, such as Careers Provinces and Careers Canada. The same process should be followed for the other occupation clusters that appear often.

3. Demonstrate the "Index to Careers Provinces and Careers Canada by ICO Cluster":
   Show clients how they can use the "Index to Careers Provinces and Careers Canada by ICO Cluster" to find out which publications in the Careers Provinces and Careers Canada series contain information about the occupations they chose. Beside each cluster in this index, the Careers Provinces pamphlets and Careers Canada booklets that match it are listed.

4. Further Information on Exploring Occupations:
   Further information on the kinds of occupational information that can be made available to clients is contained below under the headings:

   - On-Premises Library of Occupational Information (p.17)
   - Courses and Visiting Speakers (p.18)

   Further information on finding occupational information by using ICO occupation codes and the CCDO is contained in Appendix "A" under the headings:

   - Kinds of Occupational Information Contained in CCDO (p. 18)
   - To Look Up an ICO Occupation Code in the CCDO (p. 19)
   - Master List of Cluster and Occupation Codes (p. 19)

Use of the ICO in Group Settings

1. The ICO can be used in a group setting, as well as individually. This is a time-saving aid for counsellors with several clients who are interested in using the ICO.

2. The introduction of the ICO to a group should be similar to that given to an individual client.

3. If the clients in a group are aware that they all have similar backgrounds, they sometimes might tend to work as a unit. Each person then might be conscious of what his/her neighbours are doing and might feel the pressure of group expectations (real or imagined). Thus, the clients might not be answering the OEQ or choosing from the lists of occupations entirely according to their actual needs. Such situations should be avoided.

   A group of clients who have similar backgrounds sometimes can reinforce each others' choice of factors and occupations. In this way, clients can develop greater certainty about their choices and confidence about the reliability of the information that they obtain from the ICO. This kind of group situation should be encouraged.

   You, as a counsellor, will have to try to achieve a balance between the above considerations about groups of clients with similar backgrounds. It is up to you to decide which situation is more likely to develop with a given group.

4. You do not need as many sets of the ICO as there are clients in a group. However, there should be enough sets so that each person in a group will have two or three booklets to choose from at any one time. A ratio of one set for every three clients works well.

5. Many clients who use the ICO in groups will want to discuss their decisions about factors and occupations with you individually. Be sure to schedule your time so that you can help these clients. Systems such as PLACE can be used to help clients find their readiness for employment in the occupations that they have chosen.

For more detailed information on the use of the ICO with groups of clients, see the Counsellor's Guide: Group Use of the Index to Canadian Occupations.

Background Information on the Use and Administration of the Index to Canadian Occupations

STEP 1

Self-Ratings by Clients Using OEQ

1. **Clients Can Use the ICO by Themselves:**
After an initial explanation, clients usually are able to use the OEQ on their own. Make clients aware that they can use the OEQ by themselves, without you watching or later seeing what they have chosen (except what they want to show you). This is very important because clients are often less hesitant to say things about themselves that they consider personal when they are given a sense of privacy and confidentiality. This is especially true of the answers that clients give when using the OEQ.

   Most clients prefer to complete the OEQ alone, and they only occasionally need assistance. You will find that this gives you the opportunity to attend to other matters while clients complete the questionnaire and later use the lists of occupations.

2. **Difficulty in Choosing Factors Preferred:**
If in any part of the OEQ a client has difficulty in choosing which factors or characteristics he/she prefers, the following approaches can be suggested to the client:

   - leaving that part of the OEQ and coming back to it later;
   - additional questions and expanded factor definitions (Aid in Using the OEQ);
   - choosing the 3 or 4 factors in a section that the client finds the most important;
   - looking for factors which the client finds especially attractive rather than trying to eliminate those which are not.

   If the client's difficulty in choosing factors is due to a need for fuller definitions, the additional questions and expanded factor definitions will be the most useful.

3. **Inaccurate Self-Ratings by Clients:**
Some clients will have difficulty in rating themselves accurately in the OEQ. This should not be surprising since many people often have somewhat distorted self-images. Some people also are a bit unrealistic or just not entirely honest with themselves. In situations like this, you might find it helpful to use aptitude and interest tests, such as the General Aptitude Test Battery (GATB) and the Canadian Occupational Interest Inventory (COII), in addition to the OEQ and ICO. (see pp. 12)

4. **Conflicting Factor Choices:**
If clients choose factors from the OEQ that seem to conflict, this should be pointed out to them. The choice of conflicting factors will not eliminate any occupations from further consideration, but it may distort the information that clients will obtain when checking the frequency with which occupations appear on the lists of occupations.

Apparent contradictions should be discussed with clients. Such contradictions are not necessarily incorrect, however, and the clients should not be made to feel that such a choice of factors is wrong or that they are expected to change it. Clients should simply be careful when making such choices.

The purpose of detecting apparently conflicting factor choices is to look for possible errors by the client. Not having clearly understood the definitions of the factors is the most likely cause of such errors. (The additional questions and expanded factor definitions in this guide will be useful in solving this kind of problem. See p.30)

Some clients may not have a definite preference between two apparently conflicting factors. By choosing both factors, clients simply may be creating alternatives for themselves, since those factors do not have to work in combination or simultaneously. In addition, factors that seem to conflict sometimes may go together. In such cases, the choice of those factors would be correct.

Below is a table that shows which factors may conflict with each other.

FACTORS THAT TEND TO CONFLICT

Factor	Conflicts With	Factor	Conflicts With
Interest 1	Interests 2,4.6 Temperaments 4,5,7	Temperament 7	Interests 1,9 Temperament 6
Interest 2	Interests 1,9	Temperament Y	Interest 8
Interest 3	Interest 8 Temperaments 1,4	Physical Activity S	Physical Activities L,M,H,2,3
Interest 4	Interests 1,9		
Interest 6	Interests 1,9	Physical Activity L	Physical Activities S,M,H
Interest 8	Interests 3,9 Temperaments 2,3,Y		
Interest 9	Interests 2,4,6,8 Temperaments 5,7	Physical Activity M	Physical Activities S,L,H
Temperament 1	Interest 3 Temperament 2	Physical Activity H	Physical Activities S,L,M
Temperament 2	Interest 8 Temperament 1	Physical Activity 2	Physical Activity S
Temperament 3	Interest 8 Temperament 4	Physical Activity 3	Physical Activity S
Temperament 4	Interests 1,3 Temperament 3	Environmental Condition I	Environmental Condition 0
Temperament 5	Interests 1,9 Temperament 6	Environmental Condition 0	Environmental Condition I
Temperament 6	Interest 2 Temperament 5		

5. COII and GATB:

The index to Canadian Occupations can be used in conjunction with interest and aptitude tests such as the Canadian Occupational Interest Inventory (COII) and the General Aptitude Test Battery (GATB). COII and GATB can be used to help clients who have difficulty rating themselves in interests and abilities. The COII and GATB results also can be used by counsellors to compare with clients' ratings of themselves in the Occupational Exploration Questionnaire. Significant differences can be pointed out to clients, but this is not to say that client's self-ratings are wrong when they differ from the test results. Clients should not be made to feel that they must change their answers on the OEQ if those answers do not match the COII and GATB results.

The main difference between the ICO with the OEQ and tests such as COII and GATB is that the ICO is not a test. The ICO is a tool for setting occupational goals using qualifications ratings by the clients themselves.

(a) The ICO and COII:

COII is a test that tells clients what kinds of interests they have and how those interests fit with existing occupation choices. Clients' interests are identified in relation to other interests. COII will confirm or dispel clients' own self-ratings.

The ICO with the OEQ gives clients lists of occupations that fit interests that the clients themselves have chosen; from this list, the clients themselves choose occupations that attract them.

Thus, the two systems yield different kinds of results, but they can be used to supplement each other as checks.

(b) The ICO and GATB:

(i) GATB is a test that tells clients what they can do in terms of aptitudes and which occupation choices would provide the best chance of success in respect to those aptitudes. Once its scores are converted, the GATB will yield ability ratings that are the same ones used in the OEQ and ICO. These ratings can be compared with the ratings by the clients themselves. They also can be used to confirm clients' self-estimations or to dispel their misconceptions about their abilities.

The ICO with the OEQ gives clients lists of occupations that fit aptitudes that they themselves have identified; from this list, the clients themselves choose occupations that attract them.

(ii) GATB matches aptitudes with occupations on the basis of the aptitudes of people in the occupations (norms). The ICO matches abilities with occupations on the basis of job analysis estimates and occupation comlexity.

(iii) The two systems yield results, some of which are similar but based on different criteria, others not similar. However, the two systems can be used to supplement each other as checks.

(iv) Different Criteria:
When using the GATB in comparison with clients' ratings of themselves, be aware that results may differ because they are determined on the basis of different criteria. Some GATB scores are determined on the number of operations performed by the client in a limited space of time. In the ICO, clients' self-ratings for aptitudes are made on the basis of the quality of the operations performed. This difference in criteria is especially true in regard to Abilities "F" (finger dexterity) and "M" (hand dexterity). Because of this difference in criteria, clients' self-ratings that differ from GATB scores are not necessarily inaccurate.

STEP II

Making Occupational Choices

1. Booklet Introductions:
The introduction entitled "How to Make the Most of the Index to Canadian Occupations", appears in each booklet. You should stress to clients the importance of reading it, since it contains instructions and information that any ICO user should know. It is especially important for users to read the introductory notes that appear at the beginning of the "Education and Training Routes" booklet. This booklet is more complicated than the others and the introductory note contains explanations and warnings that apply specifically to "Education and Training Routes".

2. Client Makes All the Decisions:
Point out to clients that they make all of the decisions and choices when using the ICO. The client chooses which factors in the OEQ fit him/her. The client decides which occupations on the lists are interesting. Only the client eliminates occupations from further consideration.

   If you wish, you can offer to let clients take the OEQ and ICO home. This will underline the fact that the clients are making all of the decisions and choices themselves, and can use the system without anyone elso looking on.

3. Order in Which the Booklets Can be Used:
It does not matter in what order clients use the booklets of occupations or the lists inside. In fact, clients can be encouraged even to look up lists of occupations before they have completed the OEQ, if they so choose. Any curiosity or wariness they may have about how the system works thus will be satisfied quickly. (Clients seeking to confirm occupational choices which they have already made should complete all relevant sections of the OEQ before using the lists of occupations. Otherwise, they will tend to look for their chosen occupation(s), resulting in a self-fulfilling prophecy.)

4. List of Major Groups:
You can show clients the list of major groups (included at the back of the Master List of Cluster and Occupation Codes in each ICO set). This list shows the broad groupings of occupations according to their codes. It may be helpful to clients when they are scanning the lists of occupations - they then can skip over entire major groups that do not interest them, if they so choose.

5. Time Involved in Using the ICO:
   The ICO and OEQ usually take between 1½ and 2 hours to use. Some clients take longer out of thoroughness. Clients should be encouraged to take their time; since they work alone, this is easily done.

   Some clients may complain that the system will take a long time to use. This may be true. However, people who have used the ICO haven't minded the time required once they've used the system and seen what it can do for them. In addition, the time spent using the ICO is short in comparison with the amount of time they would use to obtain the same information by most other means.

6. The ICO May be Tedious for Some Clients:
   The process of reading through the lists of occupations may appear to be tedious and repetitive to some clients. However, most clients surveyed end up concluding that it is helpful to see many of the same occupations listed several times. This confirms their occupational choices and the appropriateness of their choices of characteristics in the OEQ. Furthermore, most clients do not try to narrow down their occupation choices after having used only one or two booklets. Rather, they want to use all six. This suggests that whatever tedium exists, pays high dividends and is not an obstacle in the use of the ICO. It shows clients that their choices of characteristics in the OEQ are appropriate and that their choices of occupations are reliable.

7. Unrealistic Occupation Choices by Clients:
   If you feel that a client has made an unrealistic choice of an occupation, try not to discourage him/her unless you have reached your conclusion on the basis of an employability assessment such as PLACE. Such an assessment is systematic, comprehensive and reliable. In addition, it often may be useful for clients to find out by themselves if they have made unrealistic choices.

8. Show Volume II of CCDO:
   Show clients Volume II of the Canadian Classification and Dictionary of Occupations (CCDO) and how it works, particularly the Qualifications Profiles. This will ease any fears that the clients may have about the reliability of the information contained in the ICO. For example, clients who find certain occupations appearing over and over on the lists they have chosen may wonder whether those occupations are on nearly every list. By seeing Volume II of the CCDO, clients will realize that each occupation has its own ratings and thus appears only on certain lists.

9. Length of Occupation Lists that Clients Compile:
   Clients should not worry if the list of occupations they compile is long or short, since either can be a good sign:

   (a) Long lists indicate a wide variety of possible careers. They can always be narrowed down according to how often occupations appear.

   (b) The occupations on a short list tend to appear frequently. Thus, these occupations are probably very reliable as suitable careers.

STEP III

Identifying Suitable Occupations

1. ICO Used to Confirm Occupational Choices:
Some clients may already know the occupations in which they are interested. For these people, the ICO may serve to confirm these choices, while also providing the opportunity to discover other occupations that might be suitable.

If they so desire, clients seeking to confirm occupational choices can skip the lists of occupations and simply fill out the OEQ. Using Volume II of the CCDO, they can then compare their answers with the factors required for the occupations in which they are interested. A blank Qualifications Profile, such as the one shown below, can be filled in by the client and easily compared with those in the CCDO, Vol. II.

QUALIFICATIONS PROFILES

Aptitudes				
G V N S P Q K F M E C	PA	EC	Ints.	Temps.

(The category, "Education and Training Routes (ETR)" is not used in the CCDO.)

Systems that assess clients' readiness for employment (e.g. PLACE) can also be used to confirm occupational choices and to indicate which are fulfilled the most easily.

2. Frequency
The first thing to look for is how often each of the client's chosen occupations appeared on the lists that were consulted. The more times that an occupation appears, the more of the client's characteristics it matches; therefore the more suitable it is likely to be as a career for that client. The Grid-Aid to Occupational Choices is the easiest way of checking for the frequency of occupations.

3. Indispensable Factors:
Some of the factors that a client has chosen may be absolutely necessary for that client. For instance, it may be necessary for health reasons that the client work inside. That client will have read through the list for Environmental Condition "I" and will have recorded occupations from that list. Since the client cannot afford to ignore this factor, any occupation that does not appear on the list for EC-I should be eliminated from further consideration.

However, be careful to check back to the list for the indispensable factor itself before finally eliminating an occupation, because the client simply may not have noticed it when reading the list for the indispensable factor.

Alternatively, you or the client can check the CCDO for the occupation to ensure that it is really lacking the trait the client considers indispensable. Simply show the client how to interpret the Qualifications Profile.

4. Avoiding Certain Environmental Conditions and Physical Activities: Out of necessity or desire, a client may want to avoid certain environmental conditions and physical activities. For example, the client may be deaf and thus must avoid Physical Activity 6. In such cases, you or the client should make sure that none of the occupations that the client has chosen involves the condition or activity to be avoided. Find the list for the unwanted factor and check for all chosen occupations. Eliminate any of the client's chosen occupations that appear on that list.

   Alternatively you or the client can check Volume II of the CCDO for each of the client's occupation choices. Simply show the client how the Qualifications Profile is interpreted.

How to Interpret the Qualifications Profiles in Vol. II of the CCDO

1. Use the OEQ to identify the code for the factor your client wants to check for.

2. Look up the chapter in Vol. II of the CCDO that corresponds with the occupation in which you are interested.

3. Read the Qualification Profile for the code and make sure that the factor to be avoided is not shown.

QUALIFICATIONS PROFILES

Aptitudes				
G V N S P Q K F M E C	PA	EC	Ints.	Temps.

STEP IV

Exploring Occupations

After they have identified careers that may be suitable, clients will need to find specific information about certain occupations. Clients can look up information about any or all of the occupations that they have recorded, but the ones that are the most useful to explore are:

- occupations that a client has found on several lists, since these match a number of the client's characteristics;

- occupations that appear on the lists for the characteristics that the client considers indispensable (occupations not on the lists for indispensable factors should be eliminated from further consideration); and

- occupations the idea of which the client finds especially attractive at first glance.

1. On-Premises Library of Occupational Information:
Clients should be able to obtain detailed information about specific occupations in the easiest and least discouraging way possible. Thus it is important to have a library of such information easily accessible in or near your office.

(a) Your library should include the following, and you should make sure that you obtain revisions and new publications as they are published:

- The Canadian Classification and Dictionary of Occupations (CCDO), Volumes I and II;
- Careers Provinces leaflets that are relevant to your area;
- All published Careers Canada booklets;
- Forward Occupational Imbalance Listing (FOIL) (predicts on a province-wide basis the short-term - up to 2 years - growth or decline in employment potential for various occupations);
- Canadian Occupational Forecasting Program (COFOR) (predicts nationally and by province the long-term - up to 8 years - growth or decline in employment potential for 500 occupation groups);
- Career literature available from provincial government departments;
- "GC" occupational monographs published by the Guidance Centre of the Faculty of Education, University of Toronto;
- College and University Program Tables;
- Job Opportunity Surveys of local ~~Unemployment Insurance offices~~ CEICs (bi-weekly surveys of the number of vacancies in various occupations in local areas);
- Other occupational or labour market information (published or unpublished) that you may possess or to which you may have access.

(b) Sources of occupational and labour market information include:
- the Canada Employment and Immigration Commission (CEIC)
  - Occupational and Career Analysis and Development Branch
  - Economic Analysis and Forecasts Branch;
- Employment Market Advisors in local Unemployment Insurance and CEIC offices;
- the federal Department of Labour;
- Statistics Canada;
- provincial departments of labour;
- provincial departments of education;
- the Guidance Centre, Faculty of Education, University of Toronto.

(c) Numerical Order by CCDO Codes:
As much as possible, the occupational information in your library should be arranged in numerical order of CCDO codes. (You will have to code some of the information yourself.) This will enable clients to easily match their choices from the ICO with available information. To aid in this matching, the "Master List of Cluster and Occupation Codes" and the "Index to Careers Provinces and Careers Canada by ICO Cluster" should be part of your library.

(d) Lists of Local Sources and Groups:
Another important document to have available is a list of unions, professional organizations and employers in your area. Many of these groups will provide information and/or give periodic talks or presentations about their occupations. You will probably have to compile this list and keep it up-to-date yourself or in cooperation with fellow counsellors. However, such a list is of tremendous value and is worth the effort required to compile it.

2. Courses and Visiting Speakers:
Unions, professional organizations, employers, schools, colleges and other groups in your area may give courses and/or talks about careers. You and your clients may find it valuable to attend these or to have guest speakers visit you.

Speakers can include:
- someone who works in an occupation of interest;
- representatives of unions or professional organizations;
- employers or their representatives;
- other counsellors who have researched particular careers or aspects of the labour market, or who possess similar expertise;
- specialists (teachers, professors, researchers, writers) on the labour market and on particular occupations and industries.

3. Kinds of Occupational Information Contained in CCDO:
The CCDO contains information about the occupations in the ICO. It also contains information about other occupations. Each four-digit group (unit group) of occupations is broken down into seven-digit codes. These refer to individual occupations.

In Volume I, the individual occupations are arranged in numerical order of their seven-digit codes. The following information is provided:

- Beside each code is its occupation title.
- Below each title is a description of the work normally done by people in the occupation.
- Alternate occupation titles often are included.

In Volume II, the occupation groups are arranged in numerical order of their unit group codes and clusters. The following information is provided:

- For each unit group, there is a general description of the work performed;
- The individual occupations are listed with their codes and, where applicable, divided into clusters;
- Below the lists are Qualifications Profiles of the unit group, divided, where applicable, into clusters (The ICO is based on these profiles.);
- Aptitudes and Capacities;
- Training and Entry Requirements;
- Advancement and Transfer Possibilities;
- Clues for Relating Persons to Occupational Requirements (according to Interests and Temperaments).

4. To Look Up an ICO Code in the CCDO:

(a) When there are no letters in the code:
If there are no letters in the code that you wish to look up, go straight to the CCDO, either Volume I or II. The occupation groups appear there in numerical order of their codes.

(b) When there are letter(s) in the code, or when 113/114 or 410 appear:
The following codes should be looked up in the Master List of Cluster and Occupation Codes (see below), which is included in the ICO set:

- 113/114
- 410; and
- codes that contain letters.

There you will find the individual occupation codes that make up the cluster in which you are interested. The individual occupations then can be looked up by these seven-digit codes one at a time in the CCDO.

5. Master List of Cluster and Occupation Codes:
The Master List of Cluster and Occupation Codes consists of a series of boxes of occupation codes arranged in numerical order. At the top of each box is an ICO cluster code. Below each cluster code is a list of the individual (seven-digit) codes that make up that cluster. (See example below.)

8581-A
    8581-110 to
    8581-126;
    8581-134 to
    8581-166
    8581-174

8581-B
    8581-170
    8581-178 to
    8581-210;
    8511-122

The Master List of Cluster and Occupation Codes is included in each set of the ICO.

You may wish to look up an ICO code that has more than one letter. You should then look up each letter one at a time. For example, if you want to look up "8581-AB" in the Master List of Cluster and Occupation Codes, you should first look up "8581-A" and then "8581-B".

INTEREST FACTORS

(ORANGE BOOKLET)

Which of the following ten activities interest you? Choose as many as you wish and mark your choices on the Grid-Aid to Occupational Choices.

Code		Interest in:
Int. 1		Working with things, numbers and objects (rather than people or animals), including making and repairing things and finding out how things work.
Int. 2		Business contact with people — in things like organizing, interviewing, persuading, selling, giving information and supervising.
Int. 3		Working in routine, concrete and organized duties, including detailed work according to an established procedure.
Int. 4		Helping other people through your work, including the improvement of the social welfare of others.
Int. 5		Work that gives you the respect of others.
Int. 6		People and communicating ideas about people. Personal contact is not necessarily involved.
Int. 7		Doing scientific (natural or social sciences) or technical work. This includes work involving analysis, testing and creating theories based on facts.
Int. 8		Doing abstract and creative work. This includes originating designs, finding new solutions to old problems, looking for broad meanings and creating theories based on abstract concepts.
Int. 9		Working with machines, equipment and processes, where getting along with people is not very important.
Int. 0		Doing work where you can see clearly and immediately the results of your efforts.

TEMPERAMENT FACTORS

(YELLOW BOOKLET)

Temperaments relate to situations either in which you feel comfortable or to which you can easily adapt.

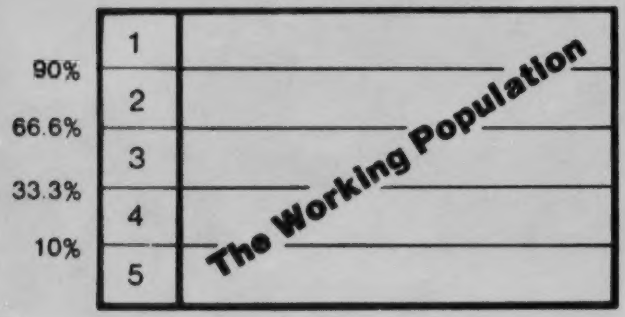
Which of the following work activities or situations appeal to you the most? Choose as many as you wish and indicate your choices on the Grid-Aid to Occupational Choices.

Code		Requires
T. 1		Many duties which change often, including shifting to a second activity before completing the first and unexpected pressures and situations
T. 2		Duties that are repeated often and regularly according to set procedures — regular, uncomplicated routine.
T. 3		Following exact orders given by someone else, where planning and making decisions on your own are not required.
T. 4		Directing, controlling and planning entire activities or the activities of others.
T. 5		Dealing with people who are customers or clients frequently and in depth, including gaining the co-operation of people with whom you work.
T. 6		Working alone most of the time, where you are required to keep mentally occupied with your own thoughts and observations.
T. 7		Influencing people's opinions, attitudes and judgements about ideas or things.
T. 8		Performing in stress and risk situations, including exhibiting calmness and self-control in dangerous conditions and keeping your emotions under control.
T. 9		Making judgments based on your own personal **knowledge or experience.**
T. 0		Judging concrete information against measurable standards, where the evidence can be reproduced and checked.
T. X		Making judgments about ideas or facts based on your own **feelings or values.**
T. Y		Attaining exact standards and or achieving set goals by applying strict rules and procedures, including striving for perfection and dealing carefully with details.

ABILITY FACTORS

(PURPLE BOOKLET)

Which of these abilities do you want to use in your future work? **Choose only as many as you wish** and indicate, after studying the model below, where you think your level of ability lies compared with the entire working population.



This is the top 10%. If you place yourself here for any ability give yourself a one (1).

This is the upper third, not including the top 10%. If you place yourself here for any ability give yourself a two (2).

This is the middle third. If you place yourself here for any ability give yourself a three (3).

This is the lowest third, not including the lowest 10%. If you place yourself here for any ability give yourself a four (4).

This is the lowest 10%. If you place yourself here for any ability give yourself a five (5).

Choose from these job characteristics, marking the number of the level above its code on the Grid-Aid to Occupational Choices. When you look at the occupational lists, look at the list for the level you have indicated and **at least** one level lower.

Code	Level	The ability to:
G		Learn, understand, reason.
V		Understand and use words to express ideas and information.
N		Work quickly and accurately with numbers.
S		Picture shapes in space.
P		See slight differences in shape, size and detail of objects or pictures.
Q		Quickly check numbers and words for accuracy.
K		Coordinate eye and hand movements; for example, when hitting a golf ball or threading a needle.
F		Move small objects rapidly and accurately with fingers.
M		Move hands skillfully and easily; for example, when handling small tools or weaving.
E		Coordinate hand and foot movements in response to visual signals, for example, when driving a car.
C		Recognize similarities and differences between colours (and shades).

PHYSICAL ACTIVITIES

(RED BOOKLET)

Which of these activities are you willing to do as a normal part of your day's work? Choose **one** of the first four and any others that interest you. Indicate your choices on the Grid-Aid to Occupational Choices.

Note carefully your reactions to these activities, especially those with the "PA" code. There may be some you wish to avoid. In reading occupational descriptions or considering any particular occupation, check that activities you wish to avoid are not required.

Code		Work which requires you to
S		Sit most of the time and occasionally lift objects weighing less than 10 pounds (5 kilograms).
L		Lift a maximum of 20 pounds (10 kilograms) and frequently lift and/or carry 10 pound (5 kilogram) objects.
M		Lift a maximum of 50 pounds (23 kilograms) and frequently lift and/or carry 20 pound (10 kilogram) objects.
H		Lift a maximum of 100 pounds (45 kilograms) and frequently lift and/or carry objects weighing up to 50 pounds (23 kilograms).
PA2		Climb and/or balance (for example, on scaffold or ladders).
PA3		Stoop, kneel, crouch or crawl in cramped areas.
PA4		Reach, handle or feel objects.
PA5		Communicate information to others by speaking accurately and clearly.
PA6		Hear what others are saying or recognize differences in sound.
PA7		See clearly the characteristics of objects.

ENVIRONMENTAL CONDITIONS

(GREEN BOOKLET)

Under which of these conditions would you be willing and able to work? Choose as many as you wish and indicate your choices on the Grid-Aid to Occupational Choices at the back of this booklet.

Note carefully your reactions to the conditions with the "EC" code, as these conditions may be ones you wish to avoid. In reading occupational descriptions or considering any particular occupation, check that the conditions you wish to avoid do not apply.

Code		Work which is done
I		Inside (protected from weather conditions, but not necessarily from temperature changes)
O		Outside (No effective protection from weather)
B		Both inside and outside (approximately equal amounts of inside and outside work)
EC2		In extremes of cold with temperature changes.
EC3		In extremes of heat with temperature changes
EC4		In wet or humid conditions
EC5		Near noise or vibration.
EC6		In situations where there is a definite risk of injury.
EC7		In situations involving dust, fumes, odour, mists, gases, or poor ventilation

EDUCATION and TRAINING ROUTES

(BLUE BOOKLET)

Mark the level of education and/or training you (1) have now if you have completed your education, **or** (2) the level you plan to achieve before getting a job. Indicate your choice in one of the columns marked "Education and Training Routes" on the Grid-Aid to Occupational Choices.

When you look at the lists of occupations, look at the list for the level which you have checked and at **least** the next lower level. It may also be useful to look at higher levels which you may be willing to attain.

Code		Routes
ETR. 1		Up to 9 years of education.
ETR. 2		10 years of education.
ETR. 3		High school graduation.
ETR. 4		Apprenticeships - regulated by provinces and other organizations (2-5 years in length).
ETR. 5		Vocational/trade school or institute of technology (1 year or less in length).
ETR. 6		Community college (or CEGEP), institute of technology or vocational trade school (more than 1 and up to 3 years in length).
ETR. 7		Diplomas or certificates at the undergraduate university level (1-2 years in length).
ETR. 8		3-5 years of university (undergraduate degree - including professional degree). Previous university study is **not** required.
ETR. 9		Graduate or professional university programs (4 or more years of university in total). Previous university study is **always** required.

SAMPLE - AID IN USING THE OEQ

INTERESTS

6. PEOPLE AND THE COMMUNICATION OF IDEAS ABOUT PEOPLE:

PEOPLE AND COMMUNICATING IDEAS ABOUT PEOPLE. PERSONAL CONTACT IS NOT NECESSARILY INVOLVED. PREFERENCE FOR WORK WHICH DEALS WITH THE SUBJECT OF PEOPLE.

QUESTIONS:

DO YOU LIKE FOLLOWING EVENTS IN THE NEWS?

DO YOU LIKE HEARING PEOPLE TALK ABOUT THEMSELVES, THEIR ACTIVITIES AND THEIR IDEAS?

DO YOU LIKE THEORIZING ABOUT PEOPLE AND THEIR BEHAVIOUR?

DO YOU LIKE TO WRITE, SPEAK OR PORTRAY ROLES ABOUT PEOPLE?

DO YOU LIKE TO ATTEND PUBLIC HEARINGS?

ARE YOU INTERESTED IN SOCIAL PLANNING?

DO YOU LIKE SUBJECTS SUCH AS SOCIOLOGY, PSYCHOLOGY, HISTORY, ANTHROPOLOGY, LITERATURE, LANGUAGES, LAW, POLITICAL SCIENCE, ECONOMICS, HUMAN BIOLOGY, MEDICINE, PHILOSOPHY AND RELATED FIELDS?

SAMPLE OF COMPLETED GRID-AID

With this Grid-Aid you can see at a glance which occupations fit most of your needs.

FREQUENCY

INTERESTS

1. Things and Objects
2. Business Contact with People
3. Routine, concrete and organized work
4. Working for people for their presumed good as in the social welfare sense, or for dealing with people and language in social situations
5. Work resulting in prestige or esteem of others
6. People and Communication of Ideas
7. Scientific and Technical Work
8. Abstract and creative work or experiences
9. Non-social work, carried on in relation to processes, machines, and techniques
0. Work resulting in tangible, productive satisfaction

ABILITIES

G General Intelligence
V Verbal Ability
N Numerical Ability
S Spatial Perception
P Form Perception
Q Clerical Perception
K Motor Co-ordination
F Finger Dexterity
M Manual Dexterity
E Eye-Hand-Foot Co-Ordination
C Colour Discrimination

Aptitude Levels
(in terms of working population)
1. Upper 10%
2. Upper Third Exclusive of the Highest 10%
3. Middle Third
4. Lowest Third Exclusive of the Lowest 10%
5. Lower 10%

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CODES	TITLES		1	2	3	④	⑤	⑥	7	⑧	9	⓪	2 Ⓖ	2 Ⓥ	N	S	2 Ⓟ	Q	K	F	M	E	2 Ⓒ	S L M H
2391	EDUCATIONAL & VOCATIONAL COUNSELLOR	12				✓	✓	✓					✓	✓										
2711-B	UNIVERSITY TEACHER	11				✓	✓	✓					✓				✓							
3337	RADIO & TV ANNOUNCER	11					✓	✓					✓	✓										
3351-B	WRITER, PUBLICATION	14						✓		✓			✓	✓										

1115	POSTMASTERS
1130	GENERAL MANAGERS AND OTHER SENIOR OFFICIALS
113/114	OTHER MANAGERS AND ADMINISTRATORS
1173	ORGANIZATION AND METHODS ANALYSTS
1174	PERSONNEL AND RELATED OFFICERS
1175	PURCHASING OFFICERS AND BUYERS, NON-WHOLESALE OR RETAIL
2131-B	AGRICULTURISTS AND RELATED SCIENTISTS
214/215C	INDUSTRIAL AND ENVIRONMENTAL ENGINEERS
2141	ARCHITECTS
2311	ECONOMISTS
2313	SOCIOLOGISTS, ANTHROPOLOGISTS AND RELATED SOCIAL SCIENTISTS
2315	PSYCHOLOGISTS

........(CONTINUED)

INTEREST 6, PEOPLE IN THESE OCCUPATIONS ARE USUALLY INTERESTED IN WORKING WITH PEOPLE AND COMMUNICATING IDEAS.

Stimulus

George felt trapped; he felt lost; he felt a little bitter. He wasn't happy in his work and he wondered whether he ever would be happy. Sometimes George didn't have any work at all, which would have been all right by him, since his work never had been anything for him to rejoice about; but when he didn't have any work, he didn't have any money coming in either.

When George went looking for work, he would be asked what kind of work he wanted. He wouldn't know. He'd answer, "What work can you give me?" When his interviewer would ask him what he could do, he would mention some of the things he'd done before, which wasn't to say that George particularly liked those things, or even that he was especially good at them. Some things that he'd done were better than others: he hadn't minded that job he'd had in the store too much, but the one in the plant had been deadly.

George knew that some people enjoyed their work and had a good idea of what they wanted. They had been lucky; they had been given some breaks. George was filled with envy; it didn't seem fair, but he didn't know what he could do about it. He wondered what those others had done differently.

Sometimes it seemed to George that his life was like those big, frozen troughs with the high, icy sides that he'd seen bobsleds speed down on television; you go wherever it leads with almost no control over the situation. Certainly, school had been like that. In places, the trough had widened and he'd had some choice in the courses he could take; but, he hadn't known how to go about making those choices or what things he should have thought about so that he could decide. So, he had taken courses because friends took them or because they were said to be not too hard. When George finished school, the trough suddenly had become immeasurably wide. What did he want to do? Which way did he want to go? How could he decide? George hadn't known where to start to answer those questions. He still didn't.

George took jobs because he could get them. He took them because they were jobs, not because the work that they involved attracted him all that much. He couldn't say that these were things that he'd do if he didn't have to worry about making an income. Certainly, those jobs weren't part of anything bigger, any direction that George could say he wanted his working life to follow. Sometimes George wondered where all this was leading; he wondered whether it was leading anywhere.

Questions:

1. What questions about career planning are suggested by this story?
2. What did George need to do in order to plan for his working life?
3. What kinds of considerations are important in planning a career?
4. How can one find out one's work interests and abilities and what occupations fit them?

CHECKLIST FOR INTRODUCING THE ICO TO CLIENTS

Overview

1. Explain Purpose of Index to Canadian Occupations.

   - helps you to discover suitable careers according to your interests, abilities and other characteristics.

2. Show the 6 booklets and how they correspond with the 6 sections in the Occupational Exploration Questionnaire.

3. Show that there is a list of occupations for each factor in the questionnaire.

4. Mention that each list of occupations is in numerical order of the occupation codes.

5. State that there are 3 steps in using the ICO.

Step 1 - Occupational Exploration Questionnaire

6. Explain how to choose factors from the questionnaire -

   Mention: - client alone decides which factors best describe him/her
   - questionnaire is not a test.

7. Demonstrate choosing 1 or 2 factors.

8. Demonstrate entering factor codes on the Grid-Aid or on a piece of paper and not on the OEQ itself.

9. Emphasize: - client can choose as many or as few factors as he/she wants
   - client should feel free to change his/her mind
   - client should take his/her time.

10. If client is unsure of which factors to choose, he/she should feel free to ask for help. Show the "Aid in Using the Occupational Exploration Questionnaire", which will help him/her to decide.

Step 2 - Choosing from Lists of Occupations in the 6 booklets

11. Demonstrate finding lists of occupations that correspond with the client's choices of factors from the questionnaire.

12. Demonstrate choosing occupations.

13. Demonstrate recording occupations on the Grid-Aid, (codes, titles, checkmark in appropriate column).

14. Mention using sheet of paper to list choices without grid.

Step 3 - Identifying Suitable Occupations

15. Demonstrate filling in the FREQUENCY column on the Grid-Aid by adding up the number of times each occupation appears.

16. Explain that when client has finished all the steps so far, he/she will be ready to explore occupations to decide which one(s) might be the best choice(s) for a career. You will discuss the ways of exploring occupations then.

17. Ask the client whether there is anything unclear about how to use the Index to Canadian Occupations.

18. Offer to let the client take the set away with him/her to come back when he/she is finished.

SECTION I, UNIT 2 YOUR PERSONAL OCCUPATION SELECTOR

Description: Your Personal Occupation Selector is a tool that helps users to identify possibly suitable occupations according to their self-assessments of their interests, abilities and other characteristics. Alternatively, it can be used to confirm the suitability of one or more tentative occupation choices. The Selector is most appropriate for users, usually adults, who have clear ideas of their characteristics, needs and wants; or for younger clients who have identified one or more occupations using the Index to Canadian Occupations or a similar tool and who wish to confirm their suitability for those occupations. In both cases, the Selector enables users to compare their own profiles with those of occupations in one glance. The Selector can be used instead of or as a follow-up to tools such as the Index to Canadian Occupations.

Make-up of Your Personal Occupation Selector:

Your Personal Occupation Selector is a single booklet that contains the following components:

(a) The Job Characteristics Selector - a questionnaire from which users choose the interests, temperaments, abilities, physical activities, environmental conditions and education and training routes that they feel describe them or the kinds of work they would like (similar to the Occupational Exploration Questionnaire of the Index to Canadian Occupations);

(b) The Chart of Occupations - a table of coded profiles of the characteristics of over 500 occupation groups;

(c) The Answer Sheet - the one consumable component, where users record the characteristics they choose from the Job Characteristics Selector and rate the occupations that they think might be suitable. Guidelines for the interpretation of the suitability of occupational alternatives are included.

How Your Personal Occupation Selector Works:

From the Job Characteristics Selector, clients choose the characteristics that they feel describe them or the kind of work they would like. They record their choices on the Answer Sheet, also indicating any characteristics that they feel they must have or must avoid in their future work. When they have done so, clients have coded profiles of their characteristics along one edge of the Answer Sheet.

To find occupations that might be suitable, clients turn to the Chart of Occupations and read down the column for one of the characteristics they feel they must have. Each time they come to an occupation that has the required characteristic, clients check the occupation's title to see whether it interests them. If so, they place the self-profile on their Answer Sheet below the line for the occupation on the Chart. Clients then can see at a glance how well the characteristics of the occupation match their own.

To confirm or check the suitability of occupations they already have in mind, clients look up each occupation on the Chart of Occupations. Below the line for the occupation on the Chart, clients place the self-profile they recorded along the edge of their Answer Sheets. They then can see at a glance how well the characteristics of the occupation match their own.

In the "Rating Your Occupations" section of the Answer Sheet, clients record the information they find about each occupation of interest. For each one, clients determine whether there are any mismatches for characteristics they must have or must avoid. They also determine the ratio of the number of the occupation's characteristics that matched their own to the total number of characteristics they chose from the Job Characteristics Selector. Based on this information, an "Interpretation Guide" printed on the Answer Sheet helps clients to decide which occupations are suitable enough to be considered further.

Purpose and Role of Your Personal Occupation Selector in the Career Counselling Progression:

Your Personal Occupation Selector fulfills the first stage of the career counselling progression: identification of possibly suitable occupations. It also helps the client to confirm whether specific occupations might be suitable. These occupations then can be explored in detail in the second stage of the progression. Thus, the Selector can provide the occupational goal that is a prerequisite to the effective use of occupational information in that it presents the client with one or more starting points in approaching that information. It also enables the client to do some preliminary exploration of specific occupations by examining their complete profiles of characteristics, rather than simply finding out which occupations fit each characteristic the client has chosen.

✓		(✓)							
1	2	3	4	5	6	7	8	9	0

Interests

1. Things and Objects
2. Business Contact with People
3. Routine, concrete and organized work
4. Working for people for their presumed good as in the social welfare sense, or for dealing with people and language in social situations
5. Work resulting in prestige or esteem of others
6. People and Communication of Ideas
7. Scientific and Technical Work
8. Abstract and creative work or experiences
9. Non-social work, carried on in relation to processes, machines, and techniques
0. Work resulting in tangible, productive satisfaction

✓			✓	✓				(✓)			
1	2	3	4	5	6	7	8	9	0	X	Y

Temperaments

1. Variety and Change
2. Repetitive, Short Cycle
3. Under Specific Instructions
4. Direction, Control, Planning
5. Dealing with People
6. Isolation
7. Influencing People
8. Performing Under Stress
9. Sensory or Judgmental Criteria
0. Measurable or Verifiable Criteria
X. Interpretation of Ideas, Facts, Feelings
Y. Precise Attainment of Set Limits, Tolerances or Standards

	2		3							
G	[✓ V]	N	[✓ S]	P	Q	K	F	M	E	C

Abilities

G General Intelligence
V Verbal Ability
N Numerical Ability
S Spatial Perception
P Form Perception
Q Clerical Perception
K Motor Co-ordination
F Finger Dexterity
M Manual Dexterity
E Eye-Hand-Foot Co-ordination
C Colour Discrimination

Aptitude Levels

(in terms of working population)

1. Upper 10%
2. Upper Third Exclusive of the Highest 10%
3. Middle Third
4. Lowest Third Exclusive of the Lowest 10%
5. Lower 10%

Occupational Titles

S		X				
S L M H	2	3	4	5	6	7

Physical Activities

Strength (lifting, carrying, pushing, pulling) shown in terms of
S - Sedentary Work (10 lbs. max)
L - Light Work (20 lbs. max)
M - Medium Work (50 lbs. max)
H - Heavy Work (100 lbs. max)
2. Climbing and/or Balancing
3. Stooping, Kneeling, Crouching and/or Crawling
4. Reaching, Handling, Fingering and/or Feeling
5. Talking
6. Hearing
7. Seeing in terms of acuity far and near, depth perception, accommodation, colour vision and field of vision

I	x	x	x	x		
I O B	2	3	4	5	6	7

Environmental Conditions

Work Location I-Inside
O-Outside
B-Both
2. Extremes of cold plus temperature changes
3. Extremes of heat plus temperature changes
4. Wet and/or humid
5. Noise and/or vibration
6. Hazards in terms of mechanical, electrical burns, explosives, radiant energy
7. Atmospheric Conditions in terms of fumes, odours, dusts, mists, gases, poor ventilation

		✓					✓	
1	2	3	4	5	6	7	8	9

Education and Training Routes

1. Up to 9 years of education
2. 10 years of education
3. High school graduation
4. Apprenticeships, regulated by provinces and other organizations (2-5 years in length)
5. Vocational/trade school or institute of technology (1 year or less in length)
6. Community college (or CEGEP), institute of technology or vocational trade school (more than 1 and up to 3 years in length)
7. Diplomas or certificates at the undergraduate university level (1-2 years in length)
8. 3-5 years of university (undergraduate degree - including professional degree). Previous university study is not required
9. Graduate or professional university programs (4 or more years of university in total). Previous university study is always required

ANSWER SHEET CHART OF OCCUPATIONS

INTERPRETATION GUIDE	
THE OCCUPATION:	**ACTION**
1. Has all the characteristics you feel you *must have*, and 2. Does *not* have any of the characteristics you feel you *must avoid*; and 3. Has at least two-thirds the number of characteristics that you chose.	Consider It Seriously
4. Has 1 and 2 as above but has only between half and two-thirds of the characteristics you chose.	Consider It with Care
5. Has 1 and 2 as above but has less than half the characteristics you chose.	Almost always Reject it
6. Does not have all the characteristics you feel you *must have*	Reject it
7. Has characteristic(s) you feel you *must avoid*.	Reject it

Note the Analysis of the match of the client's self-profile and occupational profiles using the Rating Your Occupations Box and the Interpretation Guide

RATING YOUR OCCUPATIONS					
Occupations	Mismatched Characteristics		Number of Matched Characteristics (c)	Number of Characteristics Chosen (d)	Ratio of Charac. $\left(\frac{c}{d}\right)$ (e)
	Must Have (a)	Must Avoid (b)			
3353-B writer	I 4		5	12	5/12
2391-counsellor	A S		8	12	8/12
3113-Dentist	T 9		4	12	4/12

Here is how the ANSWER SHEET and CHART OF OCCUPATIONS Work Together

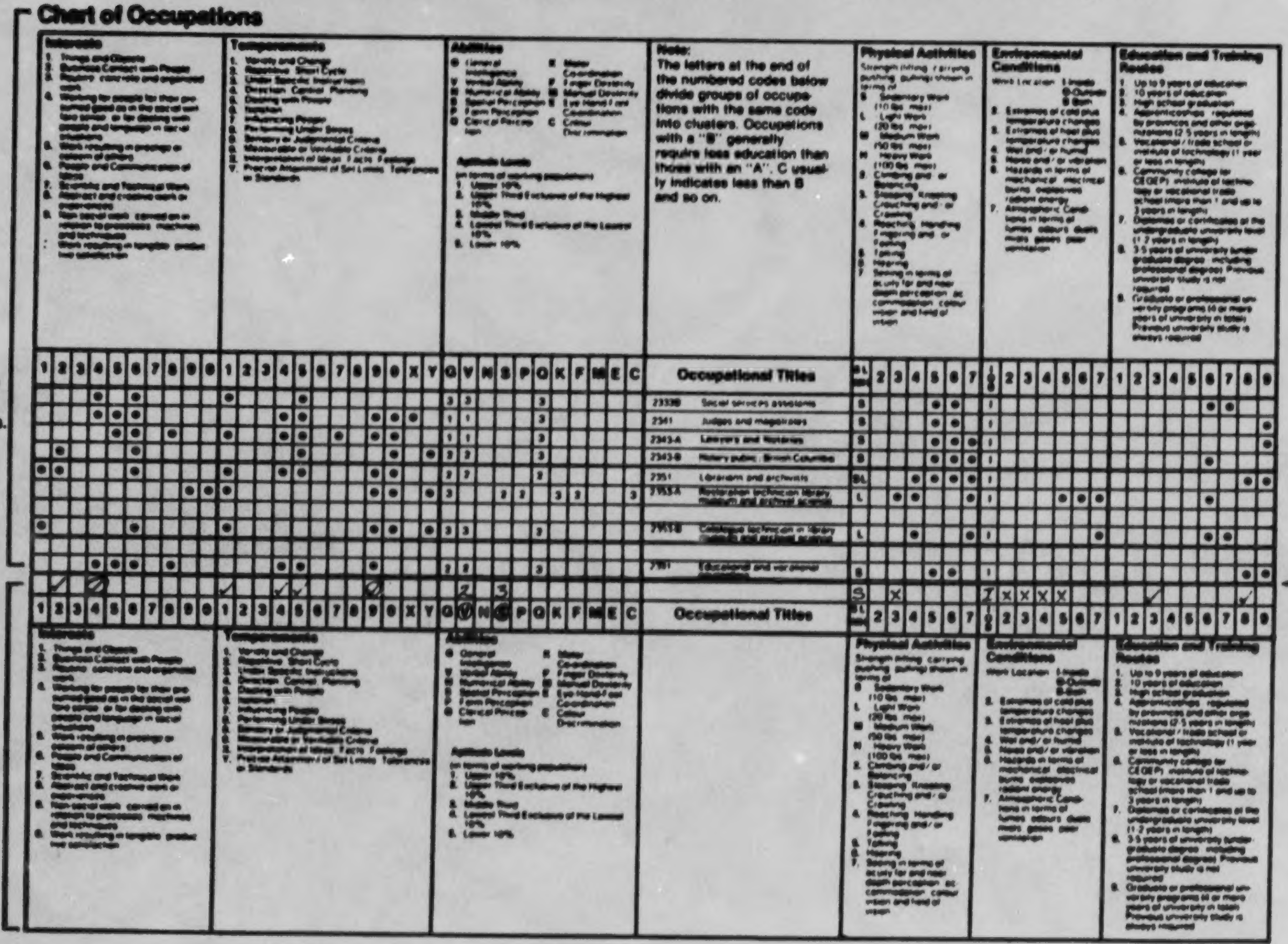
Chart of Occupations
Interests
Temperaments
Abilities
Aptitude Levels
Physical Activities
Environmental Conditions
Education and Training Routes
Occupational Titles
2333B Social services assistants
2341 Judges and magistrates
2343-A Lawyers and Notaries
2343-B Notary public: British Columbia
2351 Librarians and archivists
Occupational Titles
Interests
Temperaments
Abilities
Aptitude Levels
Physical Activities
Environmental Conditions
Education and Training Routes

Note:
The letters at the end of the numbered codes below divide groups of occupations with the same code into clusters. Occupations with a "B" generally require less education than those with an "A". C usually indicates less than B and so on.

One page of the Chart of Occupations.

Answer Sheet

Client is comparing the profile for Educational and Vocational counsellors on the chart of Occupations to his/her self-profile on the Answer Sheet.

CHECKLIST FOR INTRODUCING YOUR PERSONAL OCCUPATION SELECTOR TO CLIENTS

The Selector is most appropriate for clients, usually adults, who have clear ideas of their characteristics, needs and wants and who wish to identify possibly suitable occupations; and for clients who have identified occupational alternatives through a system such as the Index to Canadian Occupations and who wish to confirm the suitability of those occupations. Once a counsellor has reason to believe that the Selector might be appropriate for a client, s/he should:

1. Explain the purpose of the Selector.
   - helps to discover suitable occupations according to one's interests, abilities and other characteristics:
   - helps to confirm or check whether specific occupations might be suitable.

2. Confirm that the Selector is appropriate for the client by asking:
   - "Do you know the kinds of things you liked, disliked, did well or did poorly in past jobs and other activities? Can you give some examples?"
   - "Did you use the ICO or a similar system to find the occupation(s) that you now want to check for suitability?"

3. If the answer to either question in #2 is YES, show the client the YPOS booklet and Answer Sheet. Explain that there is a
   - Job Characteristics Selector
   - Answer Sheet
   - Chart of Occupations.

4. Explain that the client uses the Job Characteristics Selector to choose interests, abilities and other characteristics that s/he feels describe him/her or the kind of work s/he'd like.

5. Explain how to choose characteristics from each section of the Job Characteristics Selector.

6. Explain how to record choices of characteristics on the Answer Sheet. Demonstrate by choosing 1 or 2 characteristics and, using the sample on the back of the Answer Sheet, pointing out how they are recorded.

7. Mention that if the client has more than just a little uncertainty in choosing characteristics, s/he should not go on, but see you. (The problem would be discussed and, if necessary, the ICO or another system would be introduced instead.)

8. Explain how to find occupational possibilities on the Chart of Occupations by reading down the column for one of the characteristics the client must have

   OR

   Explain how to find specific occupations on the Chart of Occupations so that the client can check them for suitability.

9. Show the client how to line up the self-profile on his/her Answer Sheet with the line for an occupation on the Chart.

10. Using an example, explain to the client how to read the Chart in comparison with a self-profile on the Answer Sheet.

11. Explain and demonstrate how to record information in the "Rating Your Occupations" section of the Answer Sheet.

12. Point out the "Interpretation Guide" and how to interpret information found about occupations.

13. Explain that the next step will be to explore any occupations the client finds might be suitable. You will discuss ways of exploring occupations then.

14. Ask the client whether there is anything unclear about how to use the Selector.

15. Explain that the client should follow all instructions carefully.

SECTION II Exploring Occupations

Introduction

Once someone has made one or more tentative occupation choices, that person is ready to find out as much as possible about them in order to decide which one(s) to pursue. With detailed information on occupations, one can make informed judgements about career directions and one can tell what must be done next in order to enter an occupation.

The kinds of information about occupations that one is likely to need are:

(a) detailed descriptions of the occupations and what they entail (duties, aptitudes, physical activities, environmental conditions, etc.);

(b) variable circumstances related to the occupations (wages, hours, geographic location, demand for workers, etc.); and

(c) requirements and qualifications for the occupations (education, training, certification, where education and training can be obtained, etc.).

A variety of publications provide information about occupations. Some deal with information that is fairly constant, subject only to circumstances, such as technological advances, that change the very nature of occupations and create new ones; other publications are concerned primarily with aspects of occupations that tend to change with some frequency such as in (b) above, and so must be updated regularly. Thus, it is important to make sure that editions of these publications that you use are as up-to-date as possible. Because these publications synthesize the kind of information that can be obtained from employers, unions, professional associations, educational institutions, economists and similar sources, they are in many ways more comprehensive and more convenient than direct contact with such sources individually.

The publications for the exploration of occupations that are covered in this course are:

- the Canadian Classification and Dictionary of Occupations (CCDO);
- Careers Provinces;
- Careers Canada;
- the Canadian Occupational Forecast (COFOR);
- the Forward Occupational Imbalance Listing (FOIL); and
- the Institutional Program Offering Tables.

For the most part, the occupational information contained in these publications is accessible through a common occupational coding system. This coding system is the one developed for the CCDO and the same one as is used in the Index to Canadian Occupations. Thus, anyone who has identified suitable occupations by using the ICO already has a convenient key to the information about those occupations that is contained in the above publications. However, even if an occupation code is not known beforehand, it can be found easily and then used to access the information in the above publications.

Stimulus:

It irked Margo that there didn't seem to be an easier way. Somehow, the process of deciding what kind of work she wanted to do was turning out to be very long and laborious and she couldn't tell even whether she was getting anywhere. There were too many uncertainties that she couldn't solve, and so she kept finding herself following thoughts that only led to dead ends.

Margo thought a lot about what she wanted to do; time and again, she'd sit wondering whether she'd enjoy one kind of work or another. There were a few occupations that Margo thought about over and over. One that she thought about possibly more than the others was writing; she found pleasure in writing this or that, a poem or a short story, descriptions of the latest events in her life and musings over new thoughts and ideas; many of these bits and pieces went into a diary that she kept sporadically. In addition, her teachers often had praised the essays that she had written for school.

There were a lot of doubts about writing in Margo's mind at the same time that that kind of work attracted her. For one thing, she half looked upon it as a dream, not seriously believing that it could ever become true; the idea seemed so romantic to her that she was sure that writing would turn out to be something very different from what she though it was: her disappointment would be devastating. Even if it was something like her impression of it, did she have what it takes? Writing for school and for her own amusement and writing for a living struck Margo as being probably two very different things, requiring different skills and attitudes; but she didn't even know what those skills and attitudes were, let alone whether she had them or could develop them.

The whole idea of writing for her daily bread seemed to Margo to be pretty risky. She could invest a lot of time, effort and possibly even money and then discover that she wasn't really cut out for that kind of work. At this stage in her life, money was an especially important consideration: she and Dave were planning on getting married, and while Dave was still in school, she would be depended upon to provide most of the income. Margo had encountered various stories about starving writers and they scared her a little. If there were any courses that she could take to make herself a better writer or to improve her chances of finding regular work, they would cost money and maybe time not earning an income; for a while, she might have to live on her savings, which were limited, until her writing caught on; and what if, after all that, it didn't work out? Even supposing that she did become a successful writer, Margo had no idea what sort of income she could expect.

Doing it on her own, free-lancing, was probably the hard way of going about being a writer. Maybe, there was some employer who would give her a job to write: but, what would that mean? what kind of writing would that involve and would she like it? what new demands would be placed on her? what were her chances of finding such a job? and was she the sort of person employers would be looking for?

There were other kinds of work that attracted Margo: she had always been fascinated by the announcers she saw on television and heard on the radio. It appealed to her as work that might be interesting or fun, but she knew that there was probably a lot that she didn't know about it and she suspected that

Stimulus (continued):

there were many things that she hadn't realized that announcers do when they're not in front of a camera or a microphone. Teaching was something else that she had long kept in the back of her mind as work that she might enjoy; but, although teaching was one occupation that she'd had a good opportunity to view at first hand, she was sure that there was more to it than met the eye.

The more Margo thought about what kind of work would be the best, the more she felt that she was going in circles. There had to be a better way ...

Questions:

1. What does this story suggest about choosing an occupation to pursue?
2. What did Margo need to do in order to make such a choice?
3. What kinds of information about occupations might be useful in exploring them and deciding which one to pursue?

CAREERS PROVINCES

Description: Careers Provinces is a series of fact sheets on specific occupations. The series provides information on requirements, conditions and other details relating to individual occupations as they exist in each province or territory.

Make-up of Careers Provinces:

Careers Provinces consists of sets of fact sheets, one for each province and territory; thus, they are known as Careers Nova Scotia, Careers Ontario, Careers British Columbia, etc.

Each set of fact sheets provides information on approximately 650 individual occupations. The specific occupations covered vary slightly from province to province, according to the relevance of the occupations to the areas described. There is a separate fact sheet for each individual occupation. New occupations will be added to the series on a continuing basis.

Information Contained in Careers Provinces:

Each Careers Provinces fact sheet deals with an individual occupation selected from the Canadian Classification and Dictionary of Occupations (CCDO). For each occupation, the following information is provided with reference to the relevant province or territory:

- Occupational Title and 7-digit CCDO code;
- Occupational Definition;
- Educational Requirements;
- Special Education Requirements;
- Apprenticeship Programs;
- On-the-Job Training;
- Registration, Certification and Licensing;
- Environmental Conditions;
- Physical Activities;
- Work Week;
- Earnings;
- Personal Qualities;
- Future Outlook; and
- Sources of Further Information.

Because some of the above information is subject to variations over time, the Careers Provinces fact sheets are updated regularly.

Purpose and Role of Careers Provinces in the Career Counselling Progression:

Careers Provinces is a source of information about occupations that clients can consult in the second stage of the career counselling progession: the exploration of possibly suitable occupations. For the occupations that are included in the series, clients can obtain information about requirements and circumstances of work that is relevant to a particular part of Canada; information such as education and training requirements, registration, certification, licensing, work week, earnings and future outlook are particularly likely to vary from province to province. The Careers Provinces series provides, in part, the information that clients can use to help decide the occupations in which they actively will seek employment; and it indicates preparation that may be required in planning each employment. In doing so, clients prepare themselves for an assessment of their readiness for employment in their chosen occupations in the third stage of the progression,

CAREERS PROVINCES

Careers Provinces is a series of up-to-date fact sheets on specific occupations published in both official languages. The series (one for each of approximately 650 occupations in each province) provides relevant information outlining the requirements or details needed to make immediate career decisions. This guidance tool is intended primarily for those people 15 to 24 years of age who are about to enter into training programs or directly into the work force as, perhaps, trainees or apprentices. Careers Provinces can be used by students, the unemployed and workers wishing to change jobs, and also as a guidance tool by counsellors and teachers.

Based on the Canadian Classification and Dictionary of Occupations, each Careers Province leaflet provides information (where applicable) under the following sections:

1) The Occupational Definition introduces the reader to the nature and purpose of the occupation, concisely describes the worker's principal duties, and indicates generally how the occupation differs from other occupations. It goes on to describe the main duties performed in a typical occupational situation, and indicates what the worker is doing, how he is doing it, why he is doing it, and the skills or knowledge involved.

2) The Educational Requirements section describes typical provincial educational requirements necessary for the occupation being described, including secondary school, community college and university education.

3) Special Education Requirements covers pre-employment courses, correspondence courses or special programs of study which may be necessary for the occupation.

4) Apprenticeship Programs states whether or not training is provided by an apprenticeship program. If so, minimum age and education requirements are listed as well as program durations.

5) On-the-Job-Training lists information about training provided by an employer, such as the length of training time required and if the training is supervised.

6) The Registration, Certification and Licensing section covers provincial regulations, and provides the names and addresses of the regulatory authorities, professional associations and other organizations where membership is obligatory or desirable.

7) Environmental Conditions are defined as the physical surroundings of a worker in a specified occupation. This section states whether the work is performed in/or out of doors; hot and/or cold temperature exposure; and possible hazards, isolation or noise.

8) Physical Activities describe both the physical requirements of the occupation and the physical capacities a worker must have to meet these requirements.

9) Work Week includes information on the number of hours per day, days required per week for the job, and whether shift work and overtime are necessary. Also included are seasonal considerations and travel requirements.

10) Earnings. As pay varies with, among other factors, experience and location, this section is intended to provide the average hourly, weekly, monthly or yearly salary for the occupation during the previous year and, if available, salaries in specific cities. Also provided is the average earned income for all occupations in a specific month on a national or provincial level.

11) Personal Qualities summarizes required aptitude factors, interest factors and temperament factors - all three being important in job satisfaction and success.

12) Future Outlook provides forecasts of job openings expected on the basis of new job creation and replacement needs caused by death and labour force withdrawal. This data is derived from the Canadian Occupational Forecasting Program (COFOR). The Forward Occupational Imbalance Listing (FOIL) indicates short-term imbalances (excessive demand or supply) for workers in an occupational classification grouping.

13) Sources of Further Information indicates where additional information may be found and provides a section for counsellor's notes.

A prime characteristic of Careers Provinces is versatility; for example, the leaflets can be used in occupational counselling; for selecting courses of studies; placing prospective employees or assessing mobility of personnel; and by job seekers to pinpoint desirable occupations.

Careers Provinces are updated to reflect the latest and most accurate information. They are available in Canada Employment Centres, schools and public libraries.

Employment and Immigration Canada Emploi et Immigration Canada

CAREERS NOVA SCOTIA

PERSONNEL CLERKS

FEBRUARY 1978

CCDO 4195-110

PERSONNEL CLERKS INTERVIEW APPLICANTS FOR EMPLOYMENT, PROCESS APPLICATION FORMS AND COMPILE AND MAINTAIN PERSONNEL RECORDS: INTERVIEW APPLICANTS TO OBTAIN INFORMATION SUCH AS AGE, MARITAL STATUS, WORK EXPERIENCE, EDUCATION, TRAINING AND OCCUPATIONAL INTERESTS. INFORM APPLICANTS OF COMPANY EMPLOYMENT POLICIES. REFER QUALIFIED APPLICANTS TO EMPLOYING OFFICIAL. WRITE LETTERS TO REFERENCES INDICATED ON APPLICATION, OR TELEPHONE AGENCIES SUCH AS CREDIT BUREAUS AND FINANCE COMPANIES. PREPARE DOCUMENTS RELATING TO EMPLOYEES SHOWING NAME, ADDRESS, QUALIFICATIONS, RATES OF PAY AND OTHER DETAILS, AND AMEND RECORDS AS REQUIRED. KEEP RECORDS OF SICKNESS, LEAVE OR OTHER ABSENCES, BONUSES EARNED, PAY AND OTHER INFORMATION. MAY ADMINISTER AND SCORE GENERAL APTITUDE, PERSONALITY AND INTEREST TESTS.

PREPARATION AND TRAINING

EDUCATIONAL REQUIREMENTS

IN THIS PROVINCE TYPICAL REQUIREMENTS ARE: 11 TO 12 YEARS OF GENERAL EDUCATION WITH EMPHASIS ON COMMERCIAL SUBJECTS, PLUS 3 TO 6 MONTH(S) OR MORE OF ON-THE-JOB EXPERIENCE TO GAIN PROFICIENCY.

WORKING CONDITIONS

ENVIRONMENTAL CONDITIONS

WORK IS INDOORS AND GENERALLY IN AN OFFICE SHARED WITH OTHERS ALTHOUGH SEPARATE OFFICES ARE USUALLY AVAILABLE FOR INTERVIEWING OR SCORE TESTING JOB APPLICANTS.

PHYSICAL ACTIVITIES

THE WORK IN THIS OCCUPATION IS SEDENTARY. FREQUENT PHYSICAL ACTIVITIES INCLUDE: REACHING, FINGERING, TALKING, HEARING, SEEING.

WORK WEEK

A 5 DAY WEEK, 40 HOURS, IS NORMAL.

EARNINGS

IN THIS PROVINCE EARNINGS VARY WITH, AMONG OTHER FACTORS, EXPERIENCE AND LOCATION. PAY SCHEDULES FOR PERSONNEL CLERKS ARE NOT AVAILABLE. HOWEVER, THE ESTIMATED WEEKLY SALARY RANGE FOR A SIMILAR OCCUPATION, INTERMEDIATE GENERAL OFFICE CLERK, IN 1976 WAS FROM \$175.00 TO \$250.00. THE ESTIMATED PROVINCIAL AVERAGE EARNED INCOME IN THE INDUSTRIES INCLUDED IN THE MONTHLY SURVEY ON EMPLOYMENT, EARNINGS AND HOURS BY THE LABOUR DIVISION, STATISTICS CANADA, IN THE MONTH OF DECEMBER, 1976 WAS \$199 PER WEEK.

PERSONAL QUALITIES

APTITUDE FACTORS

THIS OCCUPATION USUALLY REQUIRES PEOPLE WITH AVERAGE ABILITY TO LEARN, REASON AND MAKE DECISIONS; UNDERSTAND AND USE WORDS TO EXPRESS IDEAS AND/OR INFORMATION; AND RECOGNIZE DETAIL, DIFFERENCES OR ERRORS, IN WRITTEN WORDS AND NUMBERS.

INTEREST FACTORS

PEOPLE IN THIS OCCUPATION ARE USUALLY INTERESTED IN BUSINESS CONTACT WITH PEOPLE; AND RELATING TO PEOPLE OR COMMUNICATING WITH OR ABOUT THEM.

TEMPERAMENT FACTORS

PEOPLE IN THIS OCCUPATION ENJOY SITUATIONS INVOLVING ACHIEVING COOPERATIVE AND SUCCESSFUL WORKING RELATIONSHIPS; MAKING JUDGEMENTS BASED ON EVALUATION OF INFORMATION USING ONE'S PERSONAL KNOWLEDGE AND EXPERIENCE; AND ATTAINING PRECISE STANDARDS.

FUTURE OUTLOOK

IN NOVA SCOTIA, EMPLOYMENT OPPORTUNITIES IN THIS OCCUPATION ARE EXPECTED TO GROW AT A RATE ABOUT THE SAME AS THE AVERAGE FOR ALL OCCUPATIONS TO 1982.

CURRENT STUDIES SUGGEST THAT WITHIN THE NEXT TWO YEARS THE NUMBER OF PEOPLE SKILLED AND AVAILABLE FOR WORK IN THIS OCCUPATION IS EXPECTED TO BE

La version française porte le même numéro.

You may copy this leaflet if you wish.

Careers Nova Scotia leaflets are updated periodically. It should be noted that this type of information tends to become outdated because of various occupational changes including the requirements of education, training and regulatory agencies.

The Canada Employment and Immigration Commission, therefore, can assume no responsibility for any information changes between issues. Check with your Canada Employment Centre or other appropriate agencies for any possible changes.

EQUAL TO REQUIREMENTS. IN 1975 THERE WERE 75 PEOPLE IN THIS OCCUPATION IN THIS PROVINCE.

SOURCES OF FURTHER INFORMATION

THE CAREERS CANADA BOOKLET, CLERICAL OCCUPATIONS, PROVIDES ADDITIONAL INFORMATION RELEVANT TO THIS OCCUPATION. THIS BOOKLET MAY BE READ IN CANADA MANPOWER CENTRES AND LOCAL LIBRARIES, OR MAY BE PURCHASED BY MAIL FROM: PRINTING AND PUBLISHING, SUPPLY AND SERVICES CANADA, OTTAWA, CANADA, K1A-0S9

FOR MORE INFORMATION ABOUT THIS OCCUPATION CONSULT YOUR NEAREST CANADA MANPOWER CENTRE.

AMENDMENTS TO THIS LEAFLET

SO THAT FUTURE ISSUES MAY REFLECT CHANGING SITUATIONS, THE COMMISSION WOULD APPRECIATE RECEIVING USERS' OBSERVATIONS. THESE MAY BE DIRECTED TO THE OCCUPATIONAL AND CAREER ANALYSIS AND DEVELOPMENT BRANCH, CANADA EMPLOYMENT AND IMMIGRATION COMMISSION, OTTAWA, ONTARIO K1A-0J9.

COUNSELLOR'S NOTES

ACKNOWLEDGMENTS
The contribution, to the series, of federal, provincial and territorial agencies, labour organizations, professional associations, employers, and other specialists, is gratefully acknowledged.

INDEX TO CAREERS PROVINCES AND CAREERS CANADA
BY ICO CLUSTER

Major Group 11: Managerial, Administrative and Related Occupations

ICO Cluster		Careers Provinces Occupations	Careers Canada Booklet (Page)
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1130	General Managers and Other Senior Officials		
113/114	Other Managers and Administrators	1135-114 Bank Manager 1135-122 Credit Manager 1137-118 Sales Manager 1142-110 Hotel Manager 1142-114 Manager, Food and Beverage	- Careers in the Hospitality Industry (3,11) - Careers in Sales (9,11) - Careers in Banking and Finance (13,24,26) - Careers in Libraries, Museums and Archival Sciences* - Social Work and Social Welfare Occupations*
1171-A	Accountants, Auditors and Other Financial Officers	1171-138 Branch Accountant, Bank	- Careers in Banking and Finance (12)
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1173	Organization and Methods Analysts		
1174	Personnel and Related Officers		
1175	Purchasing Officers and Buyers, Non-Wholesale or Retail		- Careers in Sales (13)

UNIT 2 CANADIAN CLASSIFICATION AND DICTIONARY OF OCCUPATIONS

Description: The Canadian Classification and Dictionary of Occupations (CCDO) is an encyclopedia of information about occupations. The CCDO classifies and describes occupations and provides information on requirements and qualifications and the characteristics of people who are successful in a group of related occupations.

Make-up of the CCDO:

There are two versions of the Canadian Classification and Dictionary of Occupations:

1. the 1971 edition, which consists of two volumes;
   - Volume I, which classifies occupations according to a systematic structure and provides descriptions of duties and certain characteristics of people who are successful in the occupations; and
   - Volume II, which describes the requirements and qualifications needed for groups of related occupations and provides additional characteristics of people who succeed in those occupations.
2. the revised edition, which began to appear in 1978 in the form of a series of booklets on Major Groups of occupations; these booklets combine the same kinds of information found in the two volumes of the 1971 edition and they show interest, temperament and aptitude ratings for individual occupations, rather than for groups of related occupations; the series includes an Annual CCDO Guide.

In order to assist in the use of the CCDO, the following booklets have been published:

- "...Explaining the CCDO", a manual for instructors of counsellors;
- "...Knowing the CCDO", a users' manual for self-instruction; and
- "...Coding by CCDO", a guide to the coding of occupations, using the CCDO

How the CCDO Works:

The classification system that is used in the CCDO organizes occupations into a structure of groupings and sub-groupings according to the work performed. The broadest grouping of occupations is the Major Group; each Major Group contains Minor Groups, each Minor Group Unit Groups; and each Unit Group individual occupations; each one is narrower and more specific than the group of which it is a part. The various occupations and groupings are ordered according to a numerical coding system, in which each of the groupings or levels is designated by different digits.

For each Major, Minor and Unit Group and each individual occupation, there is a description of the work performed. In addition, each individual occupational description carries a designation as to the industry in which the occupation is normally found. Each individual occupational description also includes coded ratings representing various occupational characteristics.

Purpose and Role of the CCDO in the Career Counselling Progression:

The CCDO is one source of information about occupations that clients can consult in the second stage of the career counselling progression: the exploration of possibly suitable occupations. From the CCDO, clients can obtain detailed descriptions of the work performed in individual occupations and ratings of those occupations as to the characteristics that are normally required in order to carry out their duties satisfactorily. Clients who use Volume II of the 1971 edition can also obtain descriptions of "Aptitudes and Capacities", "Training and Entry Requirements", "Advancement and Transfer Possibilities" and "Clues for Relating Persons to Occupational Requirements" for groups of related occupations. Because the CCDO occupational coding system is common to a number of sources of information about occupations, it is central to the convenient carrying out of the exploration stage. The CCDO provides, in part, the information that clients can use to help decide the occupations in which they actively will seek employment. In doing so, they prepare themselves for an assessment of their readiness for employment in their chosen occupations in the third stage of the progression.

MAJOR, MINOR AND UNIT GROUP CODE

MAJOR GROUPS

11	Managerial, Administrative and Related Occupations
21	Occupations in Natural Sciences, Engineering and Mathematics
23	Occupations in Social Sciences and Related Fields
25	Occupations in Religion
27	Teaching and Related Occupations
31	Occupations in Medicine and Health
33	Artistic, Literary, Performing Arts and Related Occupations
37	Occupations in Sport and Recreation
41	Clerical and Related Occupations
51	Sales Occupations
61	Service Occupations
71	Farming, Horticultural and Animal-Husbandry Occupations
73	Fishing, Hunting, Trapping and Related Occupations
75	Forestry and Logging Occupations
77	Mining and Quarrying Including Oil and Gas Field Occupations
81/82	Processing Occupations
83	Machining and Related Occupations
85	Product Fabricating, Assembling and Repairing Occupations
87	Construction Trades Occupations
91	Transport Equipment Operating Occupations
93	Material-Handling and Related Occupations, n.e.c.
95	Other Crafts and Equipment Operating Occupations
99	Occupations Not Elsewhere Classified

MAJOR GROUP 33 - ARTISTIC, LITERARY, PERFORMING ARTS AND RELATED OCCUPATIONS

331 OCCUPATIONS IN FINE AND COMMERCIAL ART, PHOTOGRAPHY AND RELATED FIELDS

3311	Painters, Sculptors and Related Artists
3313	Product and Interior Designers
3314	Advertising and Illustrating Artists
3315	Photographers and Cameramen
3319	Occupations in Fine and Commercial Art, Photography and Related Fields, n.e.c.

333 OCCUPATIONS IN PERFORMING AND AUDIOVISUAL ARTS

3330	Producers and Directors, Performing and Audiovisual Arts
3332	Musicians
3333	Choreographers and Dancers
3335	Actors
3337	Radio and Television Announcers
3339	Occupations in Performing and Audiovisual Arts, n.e.c.

335 OCCUPATIONS IN WRITING

3351	Writers and Editors, Publication
3353	Writers and Editors: Radio, Television, Theatre and Motion Pictures
3355	Translators and Interpreters
3359	Occupations in Writing, n.e.c.

MAJOR GROUP 37 - OCCUPATIONS IN SPORT AND RECREATION

371 OCCUPATIONS IN SPORT AND RECREATION

3710	Coaches, Trainers, Instructors and Managers, Sport and Recreation
3711	Referees and Related Officials
3713	Athletes
3715	Attendants, Sport and Recreation
3719	Occupations in Sport and Recreation, n.e.c.

SAMPLE C.C.D.O. OCCUPATION CODE

51	MAJOR GROUP: SALES OCCUPATIONS
517	MINOR GROUP: SALES OCCUPATIONS, SERVICES
5171	UNIT GROUP: INSURANCE SALESMEN AND AGENTS
5171-114	INDIVIDUAL OCCUPATION: SALESMAN, LIFE INSURANCE

RESIDUAL GROUPS

MAJOR GROUP	99	OCCUPATIONS NOT ELSEWHERE CLASSIFIED
MINOR GROUP	419	OTHER CLERICAL AND RELATED OCCUPATIONS
UNIT GROUP	7519	FORESTRY AND LOGGING OCCUPATIONS, N.E.C.
7-DIGIT GROUP	8791-199	OTHER PIPEFITTING, PLUMBING AND RELATED OCCUPATIONS

SPECIAL UNIT GROUPS

"0" SUPERVISORS AND FOREMEN/WOMEN

2350 SUPERVISORS:OCCUPATIONS IN LIBRARY, MUSEUM AND ARCHIVAL SCIENCES

3710 COACHES, TRAINERS, INSTRUCTORS AND MANAGERS, SPORT AND RECREATION

8710 FOREMEN/WOMEN, EXCAVATING, GRADING, PAVING AND RELATED OCCUPATIONS

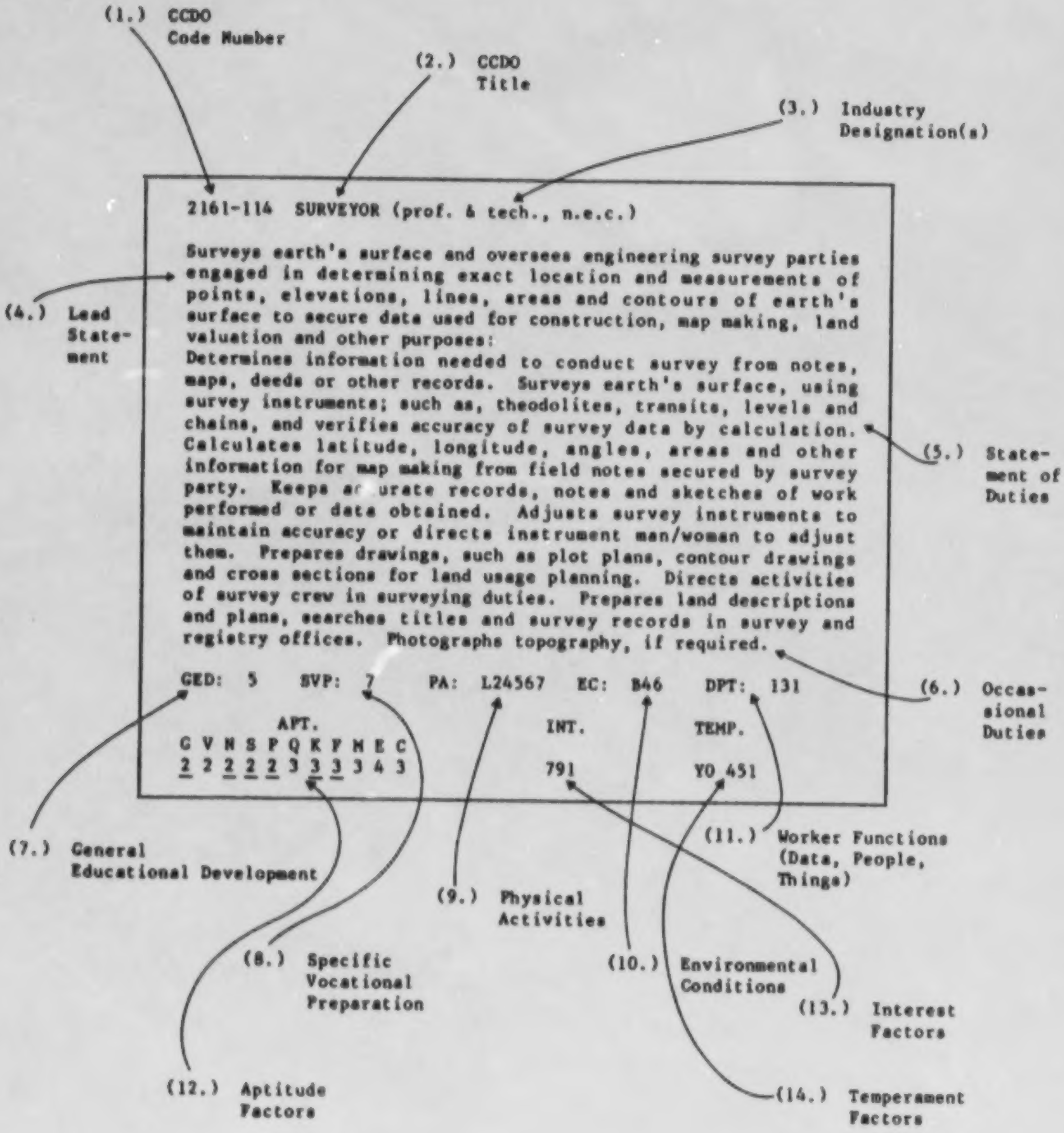
"6" INSPECTORS, TESTERS, GRADERS AND SAMPLERS

1116 INSPECTORS AND REGULATORY OFFICERS, GOVERNMENT
8276 INSPECTING, TESTING, GRADING AND SAMPLING OCCUPATIONS, TEXTILE PROCESSING
8796 INSPECTING AND TESTING OCCUPATIONS, CONSTRUCTION, EXCEPT ELECTRICAL

"8" LABOURING AND OTHER ELEMENTAL WORK

6298 OCCUPATIONS IN LABOURING AND OTHER ELEMENTAL WORK, SERVICES
7518 OCCUPATIONS IN LABOURING AND OTHER ELEMENTAL WORK, FORESTRY AND LOGGING
8718 OCCUPATIONS IN LABOURING AND OTHER ELEMENTAL WORK, EXCAVATING, GRADING AND PAVING

THE CCDO OCCUPATIONAL DESCRIPTION



(1.) CCDO Code Number
(2.) CCDO Title
(3.) Industry Designation(s)
(4.) Lead Statement
(5.) Statement of Duties
(6.) Occasional Duties
(7.) General Educational Development
(8.) Specific Vocational Preparation
(9.) Physical Activities
(10.) Environmental Conditions
(11.) Worker Functions (Data, People, Things)
(12.) Aptitude Factors
(13.) Interest Factors
(14.) Temperament Factors

2161-114 SURVEYOR (prof. & tech., n.e.c.)

Surveys earth's surface and oversees engineering survey parties engaged in determining exact location and measurements of points, elevations, lines, areas and contours of earth's surface to secure data used for construction, map making, land valuation and other purposes:
Determines information needed to conduct survey from notes, maps, deeds or other records. Surveys earth's surface, using survey instruments; such as, theodolites, transits, levels and chains, and verifies accuracy of survey data by calculation. Calculates latitude, longitude, angles, areas and other information for map making from field notes secured by survey party. Keeps accurate records, notes and sketches of work performed or data obtained. Adjusts survey instruments to maintain accuracy or directs instrument man/woman to adjust them. Prepares drawings, such as plot plans, contour drawings and cross sections for land usage planning. Directs activities of survey crew in surveying duties. Prepares land descriptions and plans, searches titles and survey records in survey and registry offices. Photographs topography, if required.

GED: 5 SVP: 7 PA: L24567 EC: B46 DPT: 131

APT.
G V N S P Q K F M E C
2 2 2 2 2 3 3 3 3 4 3

INT.
791

TEMP.
YO 451

66

GUIDE TO QUALIFICATIONS PROFILE FACTORS

APTITUDES

G General Intelligence
V Verbal Ability
N Numerical Ability
S Spatial Perception
P Form Perception
Q Clerical Perception
K Motor Co-ordination
F Finger Dexterity
M Manual Dexterity
E Eye-Hand-Foot Co-ordination
C Colour Discrimination

Aptitude Levels

(in terms of working population)

1 Upper 10%
2 Upper Third exclusive of the Highest 10%
3 Middle Third
4 Lowest Third exclusive of the Lowest 10%
5 Lower 10%

When these levels are underlined, they are considered significant for satisfactory job performance.

PHYSICAL ACTIVITES (PA)

1. Strength (lifting, carrying, pushing, pulling) shown in terms of:
   - S - Sedentary work (10 lbs. max)
   - L - Light Work (20 lbs. max)
   - M - Medium work (50 lbs. max)
   - H - Heavy Work (100 lbs. max)
   - VH - Very Heavy Work (over 100 lbs.)
2. Climbing and/or Balancing
3. Stooping, Kneeling, Crouching and/or Crawling
4. Reachin, Handling, Fingering and/or Feeling
5. Talking
6. Hearing
7. Seeing in terms of: acuity far and near, depth perception, accommodation, colour vision and field of vision

ENVIRONMENTAL CONDITIONS (EC)

1. Work Location
   - I - Inside
   - O - Outside
   - B - Both
2. Extremes of cold plus temperature changes
3. Extremes of heat plus temperature changes
4. Wet and/or humid
5. Noise and/or vibration
6. Hazards in terms of:
   - mechanical
   - electrical
   - burns
   - explosives
   - radiant energy
7. Atmospheric Conditions in terms of:
   - fumes
   - odours
   - dusts
   - mists
   - gases
   - poor ventilation

GENERAL EDUCATION DEVELOPMENT (GED)

Levels		Approximate Duration of Schooling
6	-	17 years plus
5	-	13 to 16 years
4	-	11 to 12 years
3	-	9 to 10 years
2	-	6 to 8 years
1	-	Up to 6 years

SPECIFIC VOCATIONAL PREPARATION (SVP)

1 - Short Demonstration Only
2 - Anything Beyond short demonstration up to and including 30 days
3 - Over 30 days up to and including 3 months
4 - Over 3 months up to and including 6 months
5 - Over 6 months up to and including 1 year
6 - Over 1 year up to and including 2 years
7 - Over 2 years up to and including 4 years
8 - Over 4 years up to and including 10 years
9 - Over 10 years

INTEREST FACTORS

1. Things and Objects	vs.	6. People and Communication of Ideas
2. Business Contact with People	vs.	7. Scientific and Technical Work
3. Routine, concrete and organized work	vs.	8. Abstract and creative work or experiences
4. Working for people for their presumed good as in the social welfare sense, or for dealing with people and language in social situations.	vs.	9. Non-social work, carried on in relation to processes, machines, and techniques
5. Work resulting in prestige or esteem of others	vs.	0. Work resulting in tangible, productive satisfaction

TEMPERAMENT FACTORS

1. Variety and Change
2. Repetitive, Short Cycle
3. Under Specific Instructions
4. Direction, Control, Planning
5. Dealing with People
6. Isolation
7. Influencing People
8. Performing Under Stress
9. Sensory or Judgmental Criteria
0. Measurable or Verifiable Criteria
X. Interpretation of ideas, facts, feelings
Y. Precise attainment of set limits, tolerances or standards

SAMPLE QUALIFICATIONS PROFILE

2391 EDUCATIONAL AND VOCATIONAL COUNSELLORS

APTITUDES	PA	EC	GED	SVP	INT.	TEMPS.
G V N S P Q K F M E C						
2 2 3 4 4 3 4 4 4 5 5	S56	I	6-5	8-7	4658	594

SAMPLE CHAPTER FROM VOLUME II OF CCDO, PART 2

CHAPTER 1171

ACCOUNTANTS, AUDITORS AND OTHER FINANCIAL OFFICERS

WORK PERFORMED

This chapter includes occupations concerned with planning and administering accounting services, advising on accountancy problems, and planning and conducting audits of accounts. Worker functions include: co-ordinating accounting services, audit activities, or other financial services; analyzing statistical data, rate structures, budgets, applications for credit, or other financial data; negotiating purchase and sale of securities or changes in rate structures; supervising activities of accounting, auditing and clerical staff; and advising on foreign banking arrangements, trust funds, underwriting policies, financial systems and procedures, and other financial matters. Work activities include: applying the principles of accounting, cost analysis and statistical analysis to solve accountancy problems; and auditing, preparing, certifying, examining, reporting and maintaining financial accounts, reports and systems.

LIST OF OCCUPATIONAL TITLES

A

		GED	SVP
1171-110	SUPERVISOR, ACCOUNTANTS (bank. & finance)	5	9
1171-158	SUPERVISOR, AUDITORS (bank. & finance)	5	8
1171-138	BRANCH ACCOUNTANT, BANK (bank. & finance)	4	7

B

		GED	SVP
1171-114	ACCOUNTANT (prof. & tech., n.e.c.)	5	8
1171-118	ACCOUNTANT, BUDGET (prof. & tech., n.e.c.)	5	8
1171-122	ACCOUNTANT, COST (prof. & tech., n.e.c.)	5	8
1171-126	ACCOUNTANT, MACHINE PROCESSING (prof. & tech., n.e.c.)	5	8
1171-130	ACCOUNTANT, PROPERTY (prof. & tech., n.e.c.)	5	8
1171-134	ACCOUNTANT, TAX (prof. & tech., n.e.c.)	5	8
1171-162	AUDITOR (prof. & tech., n.e.c.)	5	8

C

		GED	SVP
1171-182	SECURITIES COUNSELLOR (bank. & finance)	5	8
1171-184	INVESTMENT ANALYST (bank. & finance)	5	8
1171-186	BURSAR (educ.)	5	7
1171-188	FOREIGN BANKING ARRANGEMENTS OFFICER (bank. & finance)	5	7
1171-190	TRUST OFFICER (bank. & finance)	5	7
1171-194	HEAD OFFICE UNDERWRITER (insur. & real estate)	5	7
1171-198	PASSENGER AND FREIGHT RATES ANALYST (prof. & tech., n.e.c.)	5	7
1171-200	STUDENT AWARDS OFFICER (educ.)	5	7
1171-202	ENGINEERING-DEPRECIATION EVALUATOR (prof. & tech., n.e.c.)	5	7
1171-206	FOREIGN EXCHANGE TRADER (bank. & finance)	4	7
1171-210	CREDIT OFFICER (bank. & finance)	4	6

QUALIFICATIONS PROFILES

	Aptitudes											PA	EC	GED	SVP	Ints.	Temps.
	G	V	N	S	P	Q	K	F	M	E	C						
A	1 2	2	1 2	4	4	2	4	4	4	5	5 4	S 567	I	5-4	9-7	71	0Y9457
B	2	2	1 2	4	3 4	2	4	3	4	5	5	S 567	I	5	8	71	90Y457
C	2	2	2	4	4 3	2 3	4	3	4	5	5	S 567	I	5-4	8-6	712	09457Y

APTITUDES AND CAPACITIES

Financial Officers require:

- learning ability to understand and apply the principles and practices of accounting, auditing, statistics, fiscal management, and related systems and procedures;
- verbal ability to correctly interpret the wishes of clientele and to clearly explain financial procedures, and to advise staff and clientele on related transactions;
- numerical ability to make mathematical calculations with speed and accuracy;
- clerical ability to observe differences in documents such as ledgers and inventories, to proofread numbers, and to avoid perceptual errors in mathematical tabulations and calculations;
- near visual acuity for close up work such as reading or examining fiscal statements.

TRAINING AND ENTRY REQUIREMENTS

Financial Officers normally require:

A and B

- secondary school graduation at the university entrance level;
- a four year university program leading to a bachelor's degree in commerce or in a related field; and
- up to three years of on-the-job experience.

OR

- secondary school graduation at the university entrance level; and
- a number of years of on-the-job experience, of which four or five years are devoted to planned courses of study at home.

In both cases the passing of periodic and final examinations leading to membership in a provincial accounting association is required. In some provinces, provincial statutes require those engaged in public accounting hold a provincial license.

C

- high school graduation on the university entrance level; and
- one to five years experience in related work.

In some cases a program of full-time or part-time university study, leading to a bachelor's degree in arts, commerce or business administration is desirable.

ADVANCEMENT AND TRANSFER POSSIBILITIES

Advancement

Financial Officers in Cluster A, with the necessary experience, may advance to senior management positions within the organization in which they are employed. Financial Officers in Cluster B, who display leadership, may advance to related supervisory occupations in Cluster A. Financial Officers in Clusters B and C, who evidence managerial skills, may advance to occupations in Chapter 113/114 under Financial Management Occupations.

Transfer

Transfer possibilities are to similar positions in other types of business organizations, such as trade, commerce, industry, government service, public utilities and non-profit institutions.

CLUES FOR RELATING PERSONS TO OCCUPATIONAL REQUIREMENTS

Financial Officers require significant interests in, and dispositions for work involving the following:

Interests

- activities of a scientific and technical nature;
- dealing with things and objects.

Additionally, for Cluster C:

- business contact with people.

Temperaments

- the evaluation of information, against measurable or verifiable criteria;

the evaluation of information against sensory or judgmental criteria;
the precise attainment of set limits, tolerances or standards;
responsibility for the direction, planning and control of an entire financial activity or the activities of other financial workers;
dealing with people in actual job duties beyond giving and receiving instructions;
influencing people in their opinions, attitudes or judgments about ideas or things.

MASTER LIST OF CLUSTER AND OCCUPATION CODES

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1131-130;
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1132-118;
1133-110 to
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1135-110 to
1135-126;
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1137-118;
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2353-B
2353-130
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2711-112 to
2711-146

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2733-110

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2733-114

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2791-122
2791-126

2797A
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2797-126

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3131-118

3131-C
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6125-110

6125-B
6125-114 to
6125-138

6141-A
6141-110

6141-B
6141-114

6141-C
6141-118

6143-A
6143-110 to
6143-118

6143-B
6143-122
6143-130

6143-C
6143-126

6145-A
6145-110

6145-B
6145-114
6145-118

6145-C
6145-122

6163-A
6163-110 to
6163-118

711A
7111-110
7113-110 to
7113-146;
7115-110 to
7115-150

711B
7113-150 to
7113-158

7187A-A
7187-110
7187-114

7187A-B
7187-134
7187-138
7187-146

7187B-A
7187-122 to
7187-130

7187B-B
7187-136
7187-142

7191-A
7191-110

7195-A
7195-110

7195-B
7195-114

7195-C
7195-118 to
7195-150

7199A
7199-142 to
7199-162

7313-C
7313-118 to
7313-158

7511-A
7511-110

7511-B
7511-114

7513-A
7513-110

7513-B
7513-118
7513-122

7516-A
7516-110

7516-B
7516-118
7516-122
7513-114

7517-A
7517-110
7517-118 to
7517-126

7517-D
7517-142 to
7517-150

7711-A
7711-110 to
7711-146

7711-B
7711-150 to
7711-170

7713-A
7713-110 to
7713-146

7713-B
7713-150 to
7713-166

7715-A
7715-110 to
7715-130

7715-B
7715-134 to
7715-142

8111-A
8111-110
8111-114

8111-B
8111-118 to
8111-134

8113-A
8113-110 to
8113-130;
8113-150
8113-172

8113-B
8113-134 to
8113-146;
8113-152 to
8113-218;
8113-226
8113-230

8113-C
8113-222
8113-234 to
8113-250

8115-A
8115-110 to
8115-126

8115-B
8115-130 to
8115-138

8131-A
8131-110 to
8131-130;
8131-142 to
8131-158

8131-C
8131-178 to
8131-210

8133-B
8133-114
8133-122
8133-126
8133-134 to
8133-142

8133-C
8133-146 to
8133-162

8135-A
8135-110 to
8135-164

8135-B
8135-166 to
8135-214

8137-A
8137-110 to
8137-130

8137-B
8137-134 to
8137-178

8137-C
8137-182 to
8137-282

8141-A
8141-110 to
8141-146

8141-B
8141-138
8141-150 to
8141-166

8143-A
8143-110 to
8143-138

8143-B
8143-142 to
8143-198

8146-A
8146-110 to
8146-150

8151-A
8151-110
8151-114
8151-150 to
8151-156;
8151-190 to
8151-210

8151-B
8151-116 to
8151-130;
8151-158 to
8151-166;
8151-214 to
8151-226

8153-A
8153-110
8153-150 to
8153-162;
8153-174

8153-B
8153-114 to
8153-130;
8153-166
8153-170
8153-178 to
8153-186;
8153-190 to
8153-206

8155A-C
8155-118 to
8155-130;
8155-138

8155A-D
8155-134 to
8155-186

8155B-B
8155-214
8155-222
8155-238
8155-250
8155-254

8155C-C
8153-322 to
8155-398;
8155-410

8161-A
8161-110 to
8161-198

8163-A
8163-110 to
8163-154

8163-B
8163-155 to
8163-162;
8163-168 to
8163-174;
8163-182 to
8163-198
8163-206 to
8163-226;
8163-234 to
8163-242

8165-B
8165-210 to
8165-230;
8165-240 to
8165-246

8167-B
8167-146
8167-154
8167-162
8167-170
8167-175
8167-178
8167-234 to
8167-250;
8167-274 to
8167-290;
8167-334 to
8167-342

8173-A
8173-110 to
8173-134;
8173-178 to
8173-198;
8173-234

8176-B
8176-114
8176-116
8176-122
8176-134
8176-138

8211-A
8211-110 to
8211-130;
8211-214
8211-218
8211-282 to
8211-290

8211-B
8211-134 to
8211-174;
8211-182
8211-190
8211-222 to
8211-262;
8211-294
8211-298

8211-C
8211-178
8211-186
8211-194
8211-302

8213-A
8213-114

8213-C
8213-118
8213-126 to
8213-146;
8213-246 to
8213-266;
8213-334 to
8213-342;
8213-350

8213-F
8213-218
8213-314
8213-382
8213-386

8215-A
8215-110
8215-198

8215-B
8215-114 to
8215-142;
8215-150 to
8215-160;
8215-202 to
8215-214;
8215-230
8215-306

8217-A
8217-110
8217-112

8217-B
8217-114 to
8217-150

8223-B
8223-110 to
8223-122;
8223-158
8223-198
8223-202

8223-D
8223-126 to
8223-134;
8223-166
8223-170
8223-206 to
8223-222

8223-E
8223-138
8223-174
8223-226

8225-A
8225-110 to
8225-134

8225-B
8225-136 to
8225-238

8226-C
8226-110
8226-198 to
8226-206;
8226-238 to
8226-246

8226-D
8226-122
8226-130
8226-134
8226-154
8226-210
8226-258

8226-E
8226-118
8226-126
8226-138 to
8226-150;
8226-158 to
8226-174;
8226-214
8226-250
8226-254
8226-264
8226-262
8296-150

8227-A
8227-110
8227-114
8227-174 to
8227-182;
8227-258 to
8227-270;
8227-298
8227-302

8227-B
8227-118 to
8227-126;
8227-146 to
8227-154;
8227-186 to
8227-202;
8227-222 to
8227-238;
8227-274
8227-278
8227-306
8227-310

8231-A
8231-110 to
8231-134

8231-B
8231-138 to
8231-174

8233-A
8233-110 to
8233-118

8233-C
8233-122
8233-138 to
8233-182

8235-A
8235-110 to
8235-130

8289-A
8239-110 to
8239-122

8251-A
8251-110 to
8251-142

8253-A
8253-110 to
8253-142

8253-B
8253-146 to
8253-198

8256-A
8256-110 to
8256-118

8256-B
8256-112
8256-122
8256-126

8261-B
8261-118 to
8261-202

8263-B
8263-114 to
8263-138

8267-A
8267-110 to
8267-134;
8267-182 to
8267-194;
8267-226
8267-230

8267-B
8267-138 to
8267-162;
8267-198 to
8267-206;
8267-234

8271-A
8271-110 to
8271-118

8271-B
8271-122 to
8271-158;
8271-174

8273-B
8273-114 to
8273-154

8275-B
8275-126 to
8275-274

8296-B
8296-122
8296-134
8296-138

8296-C
8296-118
8296-126
8296-130
8296-142
8296-146
8296-154

8313-A
8313-110 to
8313-322

8315-A
8315-110 to
8315-182

8315-B
8315-186 to
8315-234

8316-A
8316-110 to
8316-126

8331-B
8331-118 to
8331-178;
8331-186

8331-C
8331-182
8331-190
8331-194
8331-206

8333-A
8333-110 to
8333-130

8334-A
8334-110 to
8334-158

8335-A
8335-334

8335-C
8335-122 to
8335-162;
8335-198 to
8335-214;
8335-266
8335-298 to
8335-310;
8335-338

8335-D
8335-166 to
8335-174;
8335-218 to
8335-246;
8335-270 to
8335-278;
8335-314
8335-342
8335-346

8336-A
8336-110 to
8336-122

8337-A
8337-110 to
8337-142

8337-C
8337-158 to
8337-170

8351-A
8351-110 to
8351-122

8353-A
8353-110 to
8353-138

8355-A
8355-110 to
8355-206

8371-A
8371-110
8371-118

8371-B
8371-114
8371-122 to
8371-150;
8371-190
8371-194

8373A-A
8373-110 to
8373-122

8373B-A
8373-206
8373-210

8373C
8373-162 to
8373-190

8376-A
8376-110 to
8376-118

8391-A
8391-110 to
8391-130;
8391-158
8391-190
8391-194

8393-C
8393-110
8393-114
8393-134
8393-142 to
8393-178;
8393-210
8393-214
8393-234 to
8393-258;
8393-266
8393-294 to
8393-306;
8393-326

8511-A
8511-110 to
8511-118

8511-B
8511-126 to
8511-134

8513-A
8513-110
8513-114

8513-B
8513-118 to
8513-146

8523-A
8523-110 to
8523-130

8523-B
8523-134 to
8523-166

8526-A
8526-110
8526-194 to
8526-202;
8526-236 to
8526-254;
8526-262
8526-278

8526-C
8526-130
8526-134
8526-166 to
8526-174;
8526-310
8526-322 to
8526-334

8527-A
8527-110 to
8527-130

8527-B
8527-134 to
8527-198;
8587-122

8531-B
8531-110
8531-248
8531-292
8531-296
8531-384 to
8531-392

8531-C
8531-168 to
8531-176;
8531-304
8531-308
8531-320
8531-396 to
8531-404

8533-A
8533-110
8533-114
8533-122 to
8533-174

8533-C
8533-214 to
8533-230

8534-B
8534-118
8534-122
8534-130 to
8534-142

8534-C
8534-146 to
8534-262

8535-A
8535-110 to
8535-146

8535-B
8535-150 to
8535-158

8536-A
8536-110 to
8536-194

8536-B
8536-198 to
8536-266

8541-A
8541-110

8541-D
8541-118
8541-126 to
8541-182;
8541-190 to
8541-218

8551-A
8551-110 to
8551-126

8551-B
8551-130 to
8551-146;
8551-154 to
8551-182

8553-A
8553-110 to
8553-118;
8553-142 to
8553-150;
8553-174
8553-178

8553-B
8553-122
8553-154
8553-182 to
8553-190

8555-A
8555-110
8555-114
8555-122

8555-C
8555-126

8557-A
8557-110

8557-B
8557-114 to
8557-186

8561-A
8561-110 to
8561-118

8561-B
8561-122 to
8561-334

8562-A
8562-110 to
8562-118

8562-B
8562-120 to
8562-162;
8562-170 to
8562-186

8566-A
8566-110
8566-114

8566-B
8566-118 to
8566-162

8573-A
8573-110
8573-114
8573-162
8573-222

8573-C
8573-130 to
8573-146;
8573-170 to
8573-206;
8573-226 to
8573-234

8575-A
8575-110 to
8575-118

8575-C
8575-142 to
8575-198

8576-A
8576-110 to
8576-134;
8576-146
8576-150

8581-A
8581-110 to
8581-126;
8581-134 to
8581-166;
8581-174

8581-B
8581-170
8581-178 to
8581-210;
8511-122

8582-A
8582-110
8582-114

8582-C
8582-122
8582-126

8583-A
8583-110 to
8583-118

8584-A
8584-110 to
8584-234;
8584-326
8584-330
8584-350 to
8584-358;
8584-378
8584-382

8584-B
8584-238 to
8584-306;
8584-386 to
8584-398

8586-A
8586-110 to
8586-154;
8581-130

8586-B
8586-158 to
8586-170

8588-A
8588-110 to
8588-154

8588-B
8588-158 to
8588-178

8591-A
8591-110 to
8591-126;
8591-210
8591-214

8591-B
8591-130
8591-150 to
8591-190;
8591-218 to
8591-242

8592A-B
8592-114 to
8592-130;
8592-138

8592A-C
8592-142
8592-150 to
8592-166

8592B-A
8592-134
8592-202
8592-206

8592C-A
8592-198

8592C-B
8592-210 to
8592-218;
8592-226 to
8592-234

8592D
8592-146
8592-170
8592-174

8593-A
8593-110
8593-114
8593-122
8593-126

8593-B
8593-118
8593-130
8593-134
8593-142 to
8593-158

8593-D
8593-170 to
8593-194;
8593-218
8593-226 to
8593-298

8595-A
8595-110 to
8595-122

8595-C
8595-126 to
8595-174;
8595-182 to
8595-198;
8595-306
8595-310

8595-E
8595-178
8595-202
8595-206
8595-314
8595-322 to
8595-334

8599A-A
8599-214 to
8599-266;
8549-222
8549-226

8599A-B
8599-270 to
8599-286

8711-A
8711-110 to
8711-166;
8711-174
8711-178

8713-A
8710-110 to
8713-134

8713-C
8713-142
8713-150 to
8713-158;
8713-170
8713-174

8715-A
8715-110 to
8715-122;
8715-130 to
8715-138

8715-B
8715-126
8715-142
8715-146
8715-154
8715-158

8733-A
8733-110
8733-118
8733-122
8733-130

8735-A
8735-110 to
8735-166;
8733-126

8735-B
8735-170 to
8735-186

8781-A
8781-110 to
8781-118

8781-B
8781-122

8782-A
8782-110 to
8782-154

8782-B
8782-158 to
8782-198

8783-A
8783-110 to
8783-134;
8783-142

8783-B
8783-146 to
8783-178

8784-A
8784-110 to
8784-122

8784-B
8784-126 to
8784-134

8785-A
8785-110 to
8785-118

8787-A
8787-110 to
8787-122

8787-B
8787-126
8787-130

8791-A
8791-110 to
8791-134

8791-B
8791-138 to
8791-150

8793-A
8793-110 to
8793-118;
8793-126
8793-130
8793-142

8793-B
8793-134
8793-138
8793-146 to
8793-162

8795-A
8795-110 to
8795-118

8795-B
8795-122
8795-126

8796-A
8796-110 to
8796-150

8796-B
8796-154 to
8796-166

8799A-A
8799-110 to
8799-118

8799B-A
8799-122
8799-130

8799B-B
8799-298
8799-302
8799-318

8799C-A
8733-114
8733-134
8733-118

8799C-B
8733-138
8533-234

8799D-A
8799-154
8799-158
8799-170

8799D-B
8799-202
8799-262
8799-310

9111-A
9111-110 to
9111-136

9111-B
9111-138

9113-A
9113-110 to
9113-118

9113-B
9113-122 to
9113-134

9133-A
9133-110 to
9133-118

9133-B
9133-122 to
9133-130

9135-A
9135-110
9135-114

9135-B
9135-118
9135-122
9135-128
9135-134 to
9135-142

9155A
9155-110

9155B-A
9155-114
9155-118

9155B-B
9155-122
9155-126

9193-A
9193-110 to
9193-126

9315-B
9315-122 to
9315-134;
9315-154
9315-158

9315-C
9315-114
9315-118
9315-138 to
9315-150;
9315-162 to
9315-186

9317-B
9317-118 to
9317-258;
9317-266
9317-274

9511-A
9511-110 to
9511-118

9511-B
9511-122
9511-130 to
9511-142

9511-D
9511-146
9511-150

9512-A
9512-110 to
9512-174

9512-B
9512-178 to
9512-202

9513-A
9513-110 to
9513-126

9517-A
9517-110

9517-C
9517-126 to
9517-146

9531-B
9531-114 to
9531-158

9533-A
9533-110 to
9533-142

9533-B
9533-146 to
9533-174

9535-A
9535-110 to
9535-118;
9535-126
9535-134

9537-A
9537-110
9537-118

9537-B
9537-114
9537-122 to
9537-154

9555-A
9555-110 to
9555-150

9591-A
9591-110 to
9591-130

9591-B
9591-134 to
9591-170

990-A and B*
7180-110 to
7180-154;
7510-110 to
7510-126;
7710-110 to
7710-126;
8110-110 to
8110-126;
8130-110 to
8130-118;
8310-110 to
8310-122;
8330-110 to
8330-126;
8350-110 to
8350-126;
8370-110 to
8370-114;
8390-110 to
8390-118;
8510-110 to
8510-134;
8530-110 to
8530-134;
8540-110 to
8540-114;
8580-110 to
8580-138;
8590-110 to
8590-134;
8710-110 to
8710-118;
8730-110 to
8730-122;
8780-110 to
8780-158;
9110-110 to
9110-114;
9130-110 to
9130-118;
9170-110 to
9170-118;
9190-110;
9310-110 to
9310-126;
9510-110 to
9510-130;
9530-110 to
9530-122;
9550-110 to
9550-118;
9590-110

MAJOR GROUPS

11	Managerial, Administrative and Related Occupations
21	Occupations in Natural Sciences, Engineering and Mathematics
23	Occupations in Social Sciences and Related Fields
25	Occupations in Religion
27	Teaching and Related Occupations
31	Occupations in Medicine and Health
33	Artistic, Literary, Performing Arts and Related Occupations
37	Occupations in Sport and Recreation
41	Clerical and Related Occupations
51	Sales Occupations
61	Service Occupations
71	Farming, Horticultural and Animal-Husbandry Occupations
73	Fishing, Hunting, Trapping and Related Occupations
75	Forestry and Logging Occupations
77	Mining and Quarrying Including Oil and Gas Field Occupations
81/82	Processing Occupations
83	Machining and Related Occupations
85	Product Fabricating, Assembling and Repairing Occupations
87	Construction Trades Occupations
91	Transport Equipment Operating Occupations
93	Material-Handling and Related Occupations, n.e.
95	Other Crafts and Equipment Operating Occupations
99	Occupations Not Elsewhere Classified

*A denotes Administrative Foremen; B denotes Working Foremen

List of Occupation Titles and their Codes (for use in Exercise 4 of the unit on the Canadian Classification and Dictionary of Occupations - CCDO)

4153-126	Shipping Clerk
8213-110	Cake Decorator
5135-142	Salesman, Furniture and Appliances
9173-114	Chauffeur
8711-126	Bulldozer Operator
1116-162	Fisheries Inspector
7513-122	Logger, All-Round
3315-138	Aerial Photographer
6121-110	Specialist Chef
8534-238	Assembler, Tape Cartridge and Cassette
2163-176	Technical Illustrator
3152-114	Dietary Consultant

List of Occupation Titles and Descriptions (for use with Exercise 4 of the unit on the Canadian Classification and Dictionary of Occupations - CCDO)

Occupation Titles: (Use Alphabetical Index to code the following)

Nurse, Public Health

Fisherman, Trawl Net

Taxicab Dispatcher

Translator

Molecular Biologist

Meat Cutter

Asphalt Layer, Road

Labour Economist

Salesman, New Homes

High School Teacher, Vocational

Cabinetmaker

Travel Clerk

Answers from previous page:

Nurse, Public Health	3131-118
Fisherman, Trawl Net	7313-138
Taxicab Dispatcher (This is an example of how users must keep in mind that occupations can sometimes be inverted.)	9179-126
Translator	3355-122
Molecular Biologist	2133-254
Meat Cutter	8215-114
Asphalt Layer, Road	8713-182
Labour Economist	2311-142
Salesman, New Homes	5172-114
High-School Teacher, Vocational	2733-114
Cabinetmaker	8541-110
Travel Clerk	4193-122

Occupation Descriptions: (Use Major, Minor, Unit Group Method)

To practice the coding and location of special occupational categories, classify the following workers by assigning the appropriate occupational code number, CCDO Title, and industry designation:

1. Mike is the foreman of the coating room of the Wood Lake Paper Company. He supervises workers who operate equipment that provides the various glosses and finishes to the paper manufactured at the mill.

2. Alwin works in a hospital laboratory, where she specializes in tests for the blood-bank. She performs various tests on blood group, type and compatibility for transfusion purposes.

3. Sue directs and co-ordinates the development of a public-relations policy for approval of the General Manager. Sue implements this policy, directing the preparation, release and distribution of publicity, using the various communications media.

4. Peter works for the Northern Iron Mine Company. He supervises the assembly, planting, and detonating of charges of explosives to loosen rock and ore at the mine face.

5. Louise is employed in a catering firm which provides meals to major transportation companies. She supervises the test kitchen where new product combinations are developed. She checks the processing line at various stages, performing chemical, microbiological, and other quality-control tests to ensure that the meals meet the contracted standards.

6. Lionel examines, verifies dimensions, and weighs samples of paper sheets to ensure that they conform to quality specifications.

7. Lee-Anne is employed at a hospital, where she directs the planning, preparation and serving of diets prescribed by the physicians. She consults medical, nursing and social service staffs concerning problems affecting patients' food habits and needs.

8. Ghislaine feeds material into an automatic machine for making cooking pots and pans.

9. Ann is a post-graduate student at university. She is employed on a part-time basis to assist members of the Political Science faculty. She lectures and conducts discussion groups for two courses, and is also preparing two volumes of copies of official documents for publication.

10. Joy is employed in the Women's Clothing Department of a large store. She examines merchandise and invoices to verify the quantity and quality of the clothing received from manufacturers and wholesalers. She advises the Departmental Buyer, and arranges with the suppliers to correct discrepancies between the clothing ordered and that which is received. She authorizes payments of invoices or return of unacceptable goods, and she inspects clothing before authorizing an exchange or refund.

ANSWERS:

1. 8250-118 - FOREMAN/WOMAN, PAPERMAKING AND FINISHING OCCUPATIONS (pulp and paper)

2. 3156-122 - MEDICAL LABORATORY TECHNOLOGIST (medical)

3. 1137-114 - DIRECTOR, PUBLIC RELATIONS (prof. and tech. n.e.c.)

4. 7710-110 - FOREMAN/WOMAN, BLASTING OCCUPATIONS (construction; mining and quarrying; oil and nat. gas)

5. 2135-166 - FOOD TECHNOLOGIST (prof. and tech., n.e.c.)

6. 8256-126 - INSPECTOR, SHEET PAPER (pulp and paper)

7. 3152-126 - DIETICIAN, THERAPEUTIC (medical; prof. and tech., n.e.c.)

8. 9918-199 - MISCELLANEOUS OCCUPATIONS IN LABOURING AND OTHER ELEMENTAL WORK (There is no industry designation, as this is a seven-digit residual group title)

9. 2719-110 - GRADUATE ASSISTANT (educ.)

10. 5191-114 - BUYER, ASSISTANT (ret. trade)

OCCUPATIONAL EXPLORATION RECORD SHEET

Introduction: The Occupational Exploration Record Sheet (OERS) is intended to help you compile and keep track of information about occupations that is found in the following publications:

- the Canadian Classification and Dictionary of Occupations (CCDO)
- Careers Canada
- the Canadian Occupational Forecast (COFOR)
- the Forward Occupational Imbalance Listing (FOIL)
- the Institutional Program Offering Tables.

Information from other sources also can be included.

The OERS helps you to gather information about occupations in one place so that it can be assessed and occupational decisions can be made conveniently. It is designed primarily for the exploration of occupations for which there are no Careers Provinces fact sheets available. Because its format is similar to that used in Careers Provinces, users of the OERS in effect create their own fact sheets for the occupations in which they are interested by referring to the above sources and others.

How to Use the OERS:

1. Using the "Master List of Cluster and Occupation Codes" from the Index to Canadian Occupations, make a list of the 7-digit codes that correspond with each ICO occupational cluster that you wish to explore. For those clusters that do not appear on the Master List, all CCDO 7-digit codes with the same first four digits should be listed.

2. Use a separate copy of the OERS for each 7-digit (individual) occupation that you wish to explore and that does not have a corresponding Careers Provinces fact sheet. You can refer to the "Index to Careers Provinces and Careers Canada by ICO Cluster" to find out which Careers Provinces fact sheets exist for each ICO cluster; but, since some Careers Provinces fact sheets are available only in certain provinces, you will need to fill out an OERS for each one that is not available for the province(s) or territory in which you are interested.

3. Fill in the OERS, using the sources mentioned above. In this way, you will create your own fact sheet for each occupation that is not included in Careers Provinces.

4. Treat information that is only about 4-digit occupational groups or clusters with caution. What is true for a group is not always true or accurate for an individual occupation within the group.

5. Assess and compare the information that you have gathered about occupations. You should attempt to identify the aspects of occupations that attract you or that you dislike by marking them accordingly. In your mind, weigh the pros and cons of each occupation. Rank the occupations in the order of their net attractiveness.

OCCUPATIONAL EXPLORATION RECORD SHEET

Occupation Code: ______________ Occupation Title: ______________

Occupational Definition (Duties):

Educational Requirements:

Special Educational Requirements, Apprenticeship, On-the-Job Training:

Registration, Certification and Licensing:

Environmental Conditions:

Physical Activities:

Data/People/Things:

Personal Qualities:

(a) **Interests;**

(b) **Aptitudes:**

(c) **Temperaments:**

	Prov. 1	Prov. 2	Prov. 3	Prov. 4
(Fill in province)	________	________	________	________

Future Outlook:

Work Week:

Earnings:

Other Information: (e.g. nature of work, places of work, advancement, transfer possibilities, related occupations, etc.)

Education and Training Programs:

Program	Duration	Institution Where Available	Location

Notes:

UNIT 3

CAREERS CANADA

Description: Careers Canada is a series of booklets on families of occupations that are engaged in the same or similar fields of work. The series covers occupations that require some degree of planning for entry, especially preparation through education, training and other requirements. Descriptions are general and non-technical and they give readers a feel for the work context of occupations and their interrelationships.

Make-up of Careers Canada:

As of 1981, 34 booklets were available in the Careers Canada series as follows:

Careers in Construction
Clerical Occupations
Mechanical Repair Occupations
Electronic Data Processing Occupations
Careers in Recreation and Sports
Careers in Social Sciences
Careers in Protective Services
Careers in Personal Services
Careers in the Hospitality Industry
Careers in Sales
Careers in Banking and Finance
Careers in Insurance and Real Estate
Careers in Agriculture
Careers in Transportation
Technicians in Applied Arts
Careers in Mining and Mineral Processing
Technicians in Science and Engineering
Careers in Fishing and Fish Processing
Careers in Forestry and Logging
Careers in Petroleum and Natural Gas
Careers in Printing
Careers in Drafting
Careers in Social Work and Social Welfare
Vocations in Religion
Careers in Natural Sciences
Careers in Health Services
Careers in Artistic, Literary and Performing Arts
Careers in Electricity and Electronics
Careers in Metal Working
Careers in Communications
Careers in Libraries, Museums and Archives
Careers in Architecture and Engineering
Careers in Public Utilities
Careers in Law and Jurisprudence

Information Contained in Careers Canada

Each Careers Canada booklet presents its information in a readable, narrative form. It gives hints about the kind of person who most enjoys a field of work or occupation and who does well in it, so that the reader, by comparison with what s/he knows about himself/herself, can gain an idea of whether that kind of work is right for him/her. The nature of the work is described, often through interviews with people working in occupations, and the varieties of similar work are outlined with reference to how different occupations fit together in the same field of work. The various places of work where the same or similar occupations can be found are described; education, training, certification and other required preparation are outlined; advancement opportunities and employment forecasts are presented; and related occupations are mentioned. Each booklet encourages self-assessment of the reader's likes and dislikes and careful career planning, including the consideration of alternate career paths. Suggestions are made on how to find more details on occupations, including what related publications might be useful, and the best way of seeking employment in the given field of work. There are some variations in format from booklet to booklet; for instance, the first six booklets take a straight factual approach to describing occupations while succeeding ones use a biographical style to describe the kinds of people who work in occupations and who can adapt to the requirements of those occupations. Photographs give readers a concrete glimpse of the kinds of work each booklet describes.

Purpose and Role of Careers Canada in the Careers Counselling Progression:

Careers Canada is a source of information about occupations that clients can consult in the second stage of the career counselling progression: the exploration of possibly suitable occupations. For the fields of work and occupations that are included in the series, clients can obtain a feel for what it is like to do the kinds of work described; the alternatives that are available for similar kinds of work; how different occupations fit together in the pursuit of a common goal; and the preparation and planning that is required for entry into a desired occupation. Careers Canada endeavours to instill in the client the need for planning and ways of going about it for particular fields of work. In these ways Careers Canada helps clients to move towards occupational decisions and plans of action. By doing so, clients prepare themselves for an assessment of their readiness for employment in their chosen occupations in the third stage of the progression.

CAREERS CANADA

One of the primary objectives of the Canada Employment and Immigration Commission is to prepare future labour market entrants for effective participation in the labour force.

Each year, approximately 480,000 young people leave school in search of employment. A significant number have severe adjustment problems and this often results in difficulties such as job dissatisfaction or sporadic employment.

Planning realistic career paths requires both in-school and out-of-school youth have sufficient knowledge about the world of work. Usually they do not -- probably because of the vast array of occupations from which to choose (the Canadian Classification and Dictionary of Occupations lists over 7,000).

To acquaint youth with the world of work and provide factual information to workers wishing to change occupations, the Commission has decided to make available career guidance and labour market information.

The main vehicles are the series of publications -- Careers Canada and Careers Provinces which, together with the Canadian Classification and Dictionary of Occupations, provide a major source of vocational information for use in decision making, career counselling and placement.

Careers Canada presents a new approach to career literature. From the more than 7,000 Canadian occupations, selections have been made of those where career entry is facilitated by some planning, particularly of educational subjects and other requirements of preparation and training. In turn, the selected occupations have been grouped into families, with one booklet for each family, such as health, transportation and mechanical repair.

Coverage is of a general, non-technical nature. The layout, readability and biographical style based on first-person interviews have been accepted as the type of presentation that would be most appreciated by young persons at the career exploration stage.

To encourage readers, and as a source of information, extensive use is made of illustrations showing persons at work. The format is in standard 11 by 8½ in. with each booklet conveniently punched to fit a standard three-ring binder.

All information in the Careers Canada booklets has been checked for accuracy by authoritative representatives of each family of occupations and where applicable, by related associations representing employers and employees.

Careers information is generally discussed under the following headings:

Is This For You? encourages readers to undertake a process of self-discovery, assess their own interests against the main factors required for success in the particular family of occupations, and either continue reading for more detailed information or turn to other booklets in the series.

Nature of Work presents diverse experiences and approaches to career planning through interviews with persons in the particular career. They explain the career plans and choices they have made, or should have made, their satisfaction and frustrations and their hopes for the future. By presenting various experiences, career seekers realize that their problems are not unique and they may benefit from decisions made by others.

What's the Next Step? emphasizes the need for further self-assessment; it encourages readers to think about their own likes and dislikes and to consider various alternate career paths leading to meaningful futures.

Other parts of each booklet provide general information on preparation and training, advancement, related occupations and employment forecasts over the next several years.

This general information is augmented by Careers Provinces, a series of leaflets containing precise data for individual occupations by province.

The Careers Canada series is placed in about 7,000 counselling centres, including Canada Employment Centres, most secondary and post-secondary schools, rehabilitation centres and public libraries. They are available through selected commercial outlets across the country.

CAREERS CANADA HEADINGS

INTRODUCTION
IS THIS FOR YOU?
NATURE OF WORK
PREPARATION AND TRAINING
PLACES OF WORK
ADVANCEMENT
FUTURE OUTLOOK
RELATED OCCUPATIONS
SEEKING EMPLOYMENT
WHAT'S THE NEXT STEP
RELATED PUBLICATIONS

INDEX TO CAREERS PROVINCES AND CAREERS CANADA
BY ICO CLUSTER

Major Group 11: Managerial, Administrative and Related Occupations

ICO Cluster		Careers Provinces Occupations		Careers Canada Booklet (Page)
1115	Postmasters			
1130	General Managers and Other Senior Officials			
113/114	Other Managers and Administrators	1135-114 1135-122 1137-118 1142-110 1142-114	Bank Manager Credit Manager Sales Manager Hotel Manager Manager, Food and Beverage	- Careers in the Hospitality Industry (3,11) - Careers in Sales (9,11) - Careers in Banking and Finance (13,24,26) - Careers in Libraries, Museums and Archival Sciences* - Social Work and Social Welfare Occupations*
1171-A	Accountants, Auditors and Other Financial Officers	1171-138	Branch Accountant, Bank	- Careers in Banking and Finance (12)
1171-B	Accountants, Auditors and Other Financial Officers	1171-114 1171-162	Accountant Auditor	- Careers in Banking and Finance (23,24)
1171-C	Financial Officers	1171-182 1171-184 1171-190 1171-194 1171-206 1171-210	Securities Counsellor Financial Analyst Trust Officer Underwriter Foreign Exchange Trader Credit Officer	- Careers in Insurance and Real Estate (9) - Careers in Banking and Finance (12,14,15,18,19,25)
1173	Organization and Methods Analysts			
1174	Personnel and Related Officers			
1175	Purchasing Officers and Buyers, Non-Wholesale or Retail			- Careers in Sales (13)

OCCUPATIONAL EXPLORATION RECORD SHEET

Occupation Code: ____________________ Occupation Title: ________________

Occupational Definition (Duties):

Educational Requirements:

Special Educational Requirements, Apprenticeship, On-the-Job Training:

Registration, Certification and Licensing:

Environmental Conditions:

Physical Activities:

Data/People/Things:

Personal Qualities:

(a) **Interests:**

(b) **Aptitudes:**

(c) **Temperaments:**

	Prov. 1	**Prov. 2**	**Prov. 3**	**Prov. 4**
(Fill in province)	______	______	______	______

Future Outlook:

Work Week:

Earnings:

Other Information: (e.g. nature of work, places of work, advancement, transfer possibilities, related occupations, etc.)

Education and Training Programs:

Program	Duration	Institution Where Available	Location

Notes:

COFOR AND FOIL

Descriptions: The Canadian Occupational Forecast (COFOR) is a publication that forecasts demand for 500 occupation groups over periods of eight years. Of the 500 groups covered, 390 were included in the first edition of COFOR for the period 1974-1982. The occupation groups that are dealt with are those which generally do not require extensive post-secondary education, but rather specific vocational preparation such as on-the-job training and apprenticeships.

The Forward Occupational Imbalance Listing (FOIL) is a quarterly publication that forecasts shortages and surpluses of manpower and various occupations over two-year periods. The occupations covered include both those that require post-secondary education and those that generally do not.

Both publications provide information at the Unit Group level of CCDO occupational classification. However, COFOR also includes data for Major and Minor Groups and FOIL includes some 7-digit individual occupations.

Make-up of COFOR and FOIL:

COFOR: The Canadian Occupational Forecast is published in a series of booklets based on geographic areas. There is a booklet for Canada as a whole, one for each province, and regional overview booklets for the Prairies and the Atlantic Provinces. Separate publications deal with highly qualified manpower and methodology used in making the occupational forecasts.

FOIL: The Forward Occupational Imbalance Listing is published as one booklet that comes out four times a year. This publication shows information on expected manpower shortages and surpluses for each province and territory.

Information Contained in COFOR and FOIL:

COFOR: COFOR provides forecast data on the manpower requirements:

- for Canada, each province and, where applicable, each region and the provinces that each includes (not broken down by occupation);
- for Canada, each province and, where applicable, each region and the provinces that each includes (broken down by Major Group);
- for Canada, each province or each region (broken down by Minor Group); and
- for Canada, each province or each region (broken down by Unit Group).

The tables that make up COFOR show figures (rounded to the nearest 25) for the number of workers required in the base year (e.g. 1974) and the projection year (e.g. 1982), the net change in number of workers and that change as a percentage of the base year, the number of withdrawals and deaths that will lead to replacement requirements, the total number of required supplies of workers (net change plus withdrawals/deaths) and the total required supplies as a percentage of the base year.

FOIL: FOIL provides predictions of manpower shortages and surpluses organized in three tables:

- the FOIL Summary, which shows information by occupation for all provinces and territories;
- the Provincial/Territorial Summary, which is organized by province and territory, listing the shortages and surpluses for each;
- the Occupational Detail tables, which are organized by occupation, showing the provinces and territories where requirements and surpluses are expected and including comments about the nature of the imbalances where applicable.

Occupations are examined at the Unit Group level, although some 7-digit individual occupations are included where appropriate. The imbalances are expressed as light, moderate and extreme requirements and surpluses.

N.B. By their very nature, predictions of future outlook for occupations are subject to limitations. Forecasts can be based only on existing trends and known factors; they cannot take into account unforeseeable events and circumstances. Unexpected changes in economic conditions, technological change and other factors can alter the demand for occupations, belying the most carefully constructed predictions.

COFOR and FOIL are subject to the limitation of the structure of the CCDO. Because they forecast future outlook at the Unit Group level, their predictions are not necessarily accurate for individual occupations within the groups. For example, physiotherapists and occupational therapists both are included in Unit Group 3137, but the demand for physiotherapists may well be different from that for occupational therapists; the demand indicated for the Unit Group is composite and not strictly correct for any of the individual occupations that it contains. Thus, except for the small number of individual occupations that are included in FOIL, the future outlook information in COFOR and FOIL must be treated with great caution and regarded only as very general; still, that information can be useful in that it provides an approximation of future outlook.

Finally, while FOIL gives indications of both supply and demand for workers, COFOR only indicates demand; thus, although COFOR does show the approximate number of workers that will be needed for a given kind of work, it does not show what kind of competition for jobs can be expected due to the supply of qualfied workers.

Purpose and Role of COFOR and FOIL in the Career Counselling Progression:

COFOR and FOIL are sources of information on the future outlook for occupations that clients can consult in the second stage of the career counselling progression: the exploration of possibly suitable occupations.

From the information that COFOR and FOIL provide, clients can determine whether the employment prospects for occupations in which they are interested are sufficiently encouraging to give them a reasonable hope of finding work; they also can find out which parts of Canada are expected to provide the best prospects for employment in their chosen occupations. Such information can help clients to decide the occupations in which they actively will seek employment and whether they should move to improve their opportunities for employment, if they are willing to do so. In making decisions of this kind, clients prepare themselves for an assessment of their readiness for employment in their chosen occupations in the third stage of the progression.

TABLE 1
TABLEAU 1

Forecast of Manpower Requirements in Canada, the Atlantic Region and the Atlantic Provinces
Prévisions de l'offre de main-d'oeuvre requise au Canada, dans la région de l'Atlantique et les provinces de l'Atlantique

1974-1982*

PROVINCE	Net Change-Changement net		Withdrawals-Deaths Retraits-Décès	Required Supplies-Offre requise	
	Net Change Changement net 1974-1982	In Percentage of 1974 En pourcentage de 1974		Required Supplies Offre requise 1974-1982	In Percentage of 1974 En pourcentage de 1974
Newfoundland Terre-Neuve	26,600	20.82	39,675	66,275	51.88
Prince Edward Island Ile-du-Prince-Edouard	5,175	14.50	12,000	17,175	48.11
Nova Scotia Nouvelle-Ecosse	46,350	20.41	61,675	108,025	47.56
New Brunswick Nouveau-Brunswick	28,700	15.15	45,925	74,625	39.39
Atlantic Region Région de l'Atlantique	106,325	18.30	160,225	266,550	45.88
Canada**	1,371,025	17.95	1,828,275	3,199,300	41.88

* Excluding occupations generally requiring post-secondary education.
* Excluant les professions requérant une éducation postsecondaire.

** May not add to totals due to rounding.
** La somme des rangées peut ne pas être égale au total à cause de l'arrondissement.

TABLE 2
TABLEAU 2

Forecast of Manpower Requirements in the Atlantic Provinces
Prévisions de l'offre de main-d'oeuvre requise dans les provinces de l'Atlantique

1974-1982*

Expressed as a Percentage of the Atlantic Region Total
En pourcentage du total de la région de l'Atlantique

Province	Net Change Changement net	Withdrawals-Deaths Retraits-Décès	Required Supplies Offre requise
Newfoundland Terre-Neuve	25.0	24.8	24.9
Prince Edward Island Ile-du-Prince-Edouard	4.9	7.5	6.4
Nova Scotia Nouvelle-Ecosse	43.6	38.5	40.5
New Brunswick Nouveau Brunswick	27.0	28.7	28.0
Atlantic Region** Région de l'Atlantique**	100.0	100.0	100.0

* Excluding occupations generally requiring post-secondary education.
* Excluant les professions requérant une éducation postsecondaire.

** May not add to totals due to rounding.
** La somme peut ne pas être égale au total à cause de l'arrondissement.

TABLE 3
TABLEAU 3

OCCUPATIONAL DEMAND - CANADA - DEMANDE PAR PROFESSION

				1974-1982* NET CHANGE - CHANGEMENT NET			REQ. SUPPLIES-OFFRE REQUISE	
CCDO CODE CCDP	DESCRIPTION	DEMAND DEMANDE 1974	1982	NET CHANGE CHANGEMENT NET 1974-1982	IN PERCENTAGE OF 1974 EN POURCENTAGE DE 1974	WITHDRAWALS DEATHS RETRAITS-DECES 1974-1982	REQ. SUPPLIES OFFRE REQUISE 1974-1982	IN PERCENTAGE OF 1974 EN POURCENTAGE DE 1974
11	Managerial, Admin. Directeurs, Admin.	255800	321575	65775	25.71	87850	153625	60.06
41	Clerical Occs. Personnel Admin.	1611175	2049450	438275	27.20	323200	761475	47.26
51	Sales Occs. Vente	980450	1185400	204950	20.90	251450	456400	46.55
61	Service Occs. Services	1017900	1290050	272150	26.74	243250	515400	50.63
71	Farming Occs. Agriculteurs	511175	457850	-53325	-10.43	121850	68525	13.41
73	Fishing, Hunting Pêche, Chasse	26800	27700	900	3.36	7175	8075	30.13
75	Forestry and Logging Forêt	73500	80750	7250	9.86	17200	24450	33.27
77	Mining Occs. Mines	56825	66250	9425	16.59	15325	24750	43.55
81/82	Processing Occs. Ind. Transformation	384250	418200	33950	8.84	92025	125975	32.78
83	Machining Occs. Usineurs	291200	324650	33450	11.49	71900	105350	36.18
85	Product Fab Occs. Fabrication	760800	852800	92000	12.09	190850	282850	37.18
87	Construction Trades Trav. Bâtiment	642800	716850	74050	11.52	169400	243450	37.87
91	Transport Eq. Operat. Expl. Transports	400850	477575	76725	19.14	112050	188775	47.09
93	Material-Handling Manutentionnaires	192450	222250	29800	15.48	41300	71100	36.94
95	Other Crafts Autres ouvriers	117450	140875	23425	19.94	29175	52600	44.79
99	Occs. not else. Class. Trav. Non-Classés	315100	377325	62225	19.75	54275	116500	36.97
	TOTAL	7638525	9009550	1371025	17.95	1828275	3199300	41.88

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* Excluding occupations generally requiring post-secondary education.

* Excluant les professions requérant une éducation postsecondaire.

TABLE 7
TABLEAU 7

OCCUPATIONAL DEMAND - NOVA SCOTIA - NOUVELLE-ECOSSE - DEMANDE PAR PROFESSION

				1974-1982* NET CHANGE - CHANGEMENT NET			REQ. SUPPLIES - OFFRE REQUISE	
CCDO CODE CCDP	DESCRIPTION	DEMAND DEMANDE 1974	1982	NET CHANGE CHANGEMENT NET 1974-1982	IN PERCENTAGE OF 1974 EN POURCENTAGE DE 1974	WITHDRAWALS DEATHS RETRAITS-DECES 1974-1982	REQ. SUPPLIES OFFRE REQUISE 1974-1982	IN PERCENTAGE OF 1974 EN POURCENTAGE DE 1974
11	Managerial, Admin. Directeurs, Admin.	5150	6850	1700	33.01	1975	3675	71.36
41	Clerical Occs. Personnel Admin.	41650	54475	12825	30.79	9725	22550	54.14
51	Sales Occs. Vente	31600	38825	7225	22.86	8875	16100	50.95
61	Service Occs. Services	34450	41500	8050	23.37	9200	17250	50.07
71	Farming Occs. Agriculteurs	9425	8275	-1150	-12.20	2450	1300	13.79
73	Fishing, Hunting Pêche, Chasse	6175	6525	350	5.67	1650	2000	32.39
75	Forestry and Logging Forêt	3050	3150	100	3.28	825	925	30.33
77	Mining Occs. Mines	3750	5250	1500	40.00	1475	2975	79.33
81/82	Processing Occs. Ind. Transformation	12400	14650	2250	18.15	3200	5450	43.95
83	Machining Occs. Usineurs	5800	6650	850	14.66	1650	2500	43.10
85	Product Fab Occs. Fabrication	16600	19775	3175	19.13	4925	8100	48.80
87	Construction Trades Trav. Bâtiment	27225	30575	3350	12.30	7575	10925	40.13
91	Transport Eq. Operat. Expl. Transports	15475	18350	2875	18.58	4700	7575	48.95
93	Material-Handling Manutentionnaires	5200	6300	900	17.31	1325	2225	42.79
95	Other Crafts Autres ouvriers	3500	4350	850	24.29	950	1800	51.43
99	Occs. not else. Class. Trav. Non-Classés	5700	7200	1500	26.32	1175	2675	46.93
	TOTAL	227150	273500	46350	20.41	61675	108025	47.56

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* Excluding occupations generally requiring post-secondary education.

* Excluant les professions requérant une éducation postsecondaire.

Table 11 Occupational Demand in Nova Scotia, 1974-1982 (4-Digit C.C.D.O.)

CCDO CODE	DESCRIPTION	DEMAND 1974	DEMAND 1982	NET CHANGE 1974-1982	NET CHANGE % of 1974	WITHDRAWALS DEATHS 1974-1982	REQ. SUPPLIES 1974-1982	REQ. SUPPLIES % of 1974
1113	Govn. Administrators	525	750	225	42.86	225	450	85.71
1115	Postmasters	375	400	25	6.67	150	175	46.67
1156	Govn. Inspectors	575	850	275	47.83	225	500	86.96
1119	Govn. Officials Uniq.	25	50	25	100.00	25	50	200.00
1130	General Managers	600	725	125	20.83	275	400	66.67
1136	Personnel Mgmt. Occs.	25	50	25	100.00	0	25	100.00
1137	Sales Mgmt. Occs.	100	150	50	50.00	50	100	100.00

F.O.I.L. SUMMARY
RESUME DE LA L.A.D.P.

CCDO CCDP	Occupational Title Occupation	NFLD. T.-N.	P.E.I. I.-P.-E.	N.S. N.-E.	N.B. N.-B.	QUE. QUE.	ONT. ONT.	MAN. MAN.	SASK. SASK.	ALTA. ALB.	N.W.T. T.N.-O.	B.C. C.-B.	YUKON YUKON
2155	Aerospace Engineers Ingénieurs en aérospatiale					RL		RL				RL	
2155-110	Aerospace Engineer, Design and Development Ingénieur-concepteur en aérospatiale, conception et développement						RL						
2161	Surveyors Arpenteurs-géomètres	SE		SL		SE	SM	SM		SL		SM	SL
2161-122	Surveyor Helper Aide géomètre		SM										
2163	Draughting Occupations Dessinateurs	SM	SL		SM/RM	SE/RL			RL				
2163-126	Architectural Draughtsman/woman Dessinateur d'architecture						SL					SM	
2163-130	Civil Draughtsman/woman Dessinateur en génie civil			RL			SL/RL					RE	
2163-138	Electrical Draughtsman/woman Dessinateur d'installations électriques						RL					RE	
2163-142	Draughtsman, Electronic Dessinateur de matériel electronique											RM	
2163-146	Heating and Ventilating Draughtsman/woman Dessinateur de systèmes de chauffage et de ventilation											RM	
2163-154	Mechanical Draughtsman/woman Dessinateur en construction mécanique			RL			SL/RL					RE	
2165	Architectural and Engineering Technologists/Technicians Tech.-spéc. et tech. en architecture et en ingénierie	SE			RL	SE/RL	SL/RL		RL				
2165-114	Architectural Technologist Technicien-spécialiste en architecture											SM/RL	
2165-122	Civil-Engineering Technologist Technicien-spécialiste en génie civil											SM	
2165-126	Electrical-Engineering Technologist Technicien-spécialiste en génie électrique											RM	
2165-130	Electronic-Engineering Technologist Technicien-spécialiste en génie électronique					SM/RL						RM	

Manpower Requirement, Light	RL	Main-d'oeuvre requise, demande légère	Manpower Surplus, Light	SL	Surplus de main-d'oeuvre, léger
Manpower Requirement, Moderate	RM	Main-d'oeuvre requise, demande modérée	Manpower Surplus, Moderate	SM	Surplus de main-d'oeuvre, modéré
Manpower Requirement, Extreme	RE	Main-d'oeuvre requise, demande extrême	Manpower Surplus, Extreme	SE	Surplus de main-d'oeuvre, extrême

PROVINCIAL/TERRITORIAL SUMMARY
RESUME PROVINCIAL ET TERRITORIAL

Nova Scotia | **Nouvelle-Écosse**

Manpower Surplus Surplus de main-d'oeuvre			Occupational Title	CCDO CCDP	Occupation	Manpower Requirement Main-d'oeuvre requise, demande		
Extreme Extrême	Moderate Modéré	Light Léger				Light Légère	Moderate Modérée	Extreme Extrême
			Financial Management Occupations	1135	Directeurs financiers		X	
			Accountants, Auditors and Other Financial Officers	1171	Comptables, experts comptables et autre agents financiers	X		
			Civil Engineers	2143	Ingénieurs civils	X		
			Electrical Engineer, General	2144-118	Ingénieur électricien, en général	X		
			Electronic Engineer	2144-122	Ingénieur électronicien	X		
			Mechanical Engineers	2147	Ingénieurs mécaniciens	X		
		X	Surveyors	2161	Arpenteurs-géomètres			
			Civil Draughtsman/woman	2163-130	Dessinateur en génie civil	X		
			Mechanical Draughtsman/woman	2163-154	Dessinateur en construction mécaniques	X		
			Electronic-Engineering Technician	2165-230	Technicien en génie électronique	X		
		X	Social Workers	2331	Travailleurs Sociaux			
		X	Occupations in Welfare and Community Services	2333	Personnel des services sociaux et communautaires			
		X	Elementary and Secondary School Teaching and Related Occupations	273	Enseignants des écoles primaires et secondaires et personnel assimilé			
			Nurses, Graduate, Except Supervisors	3131	Infirmières diplômées, à l'exception des surveillantes	X		
		X	Nursing Assistants	3134	Infirmières auxiliaires			
		X	Nursing Attendants	3135	Aides-infirmières et garçons de salle d'hôpital			
			Physiotherapists, Occupational and Other Therapists	3137	Physiothérapeutes, ergothérapeutes et autres		X	
		X	Secretaries and Stenographers	4111	Secrétaires et sténographes	X		
	X		Typists and Clerk-Typists	4113	Dactylographes et commis-dactylographes			
	X		Tellers and Cashiers	4133	Caissiers			
		X	Electronic Data-Processing Equipment Operators	4143	Opérateurs sur matériel mécanographique électronique			
		X	Stock Clerks and Related Occupations	4155	Commis au stock et travailleurs assimilés			
		X	Receptionists and Information Clerks	4171	Réceptionnistes et hôtesses d'accueil			

OCCUPATIONAL DETAIL
LISTE DETAILLÉE PAR PROFESSION

CCDO: 4113 :CCDP
TYPISTS AND CLERK-TYPISTS — DACTYLOGRAPHES ET COMMIS-DACTYLOGRAPHES

PROV/TER	RANK		PROV/TER	RANG	
NFLD	SE/RL	Very high turnover will be caused by low salaries, difficult working conditions and concentration of demand only in major urban centres.	T.-N.	SE/RL	Les salaires peu élevés, les conditions de travail difficiles et la concentration de la demande de main-d'oeuvre dans les grands centres urbains seulement produiront un très fort roulement de travailleurs.
N.S.	SM	High turnover.	N.-E.	SM	Roulement important.
N.B.	SM/RL	Demand and supply imbalances caused by high turnover rates. Demand mainly centered in urban centers of Fredericton, St. John and Moncton. RM for bilingual candidates.	N.-B.	SM/RL	Déséquilibre de l'offre et de la demande causé par le roulement élevé du personnel. Demande en majeure partie concentrée dans les agglomérations urbaines de Fredericton, Saint-Jean et Moncton. RM pour candidats bilingues.
QUE	SE/RL	Imbalances of supply and demand are caused by mobility problems. Demand is concentrated in urban centres.	QUE	SE/RL	Déséquilibre de l'offre et de la demande causé par des problèmes de mobilité. Demande concentrée dans les centres urbains.
ONT	SM/RL	Surpluses in Hamilton, Ottawa, Barrie, Sudbury and Thunder Bay. Coexistant shortages and surpluses in Toronto and Belleville. See CCDO 4111.	ONT.	SM/RL	Surplus à Hamilton, Ottawa, Barrie, Sudbury et Thunder Bay. Pénuries et surplus coexistent à Toronto et Belleville. Voir CCDP 4111.
MAN	SM	Surplus mainly in Winnipeg.	MAN.	SM	Des surplus sont enregistrés principalement à Winnipeg.
SASK	SL/RL	Well qualified workers in demand.	SASK	SL/RL	Les travailleurs plus qualifiés sont en demande.
ALTA	SL/RL	Turnover and large number of inexperienced workers create mismatch.	ALB.	SL/RL	Discordance explicable par la rotation et l'inexpérience de bon nombre de travailleurs.
B.C.	SL/RL	SE Okanagan-Kootenays. RL Metro Vancouver for well-qualified. 50 wpm typing required. Increasing requirement for word processing skills.	C.-B.	SL/RL	SE à Okanagan-Kootenays. RL à la métropole de Vancouver, demande de personnel qualifié (50 mots à la minute en dactylographie). Demande accrue de spécialistes en traitement des mots.

CCDO: 4113-124 :CCDP
CLERK-TYPIST — COMMIS-DACTYLOGRAPHE

PROV/TER	RANK	PROV/TER	RANG
P.E.I.	SE	I.-P.-E.	SE
YUKON	SL	YUKON	SL

Manpower Requirement, Light	RL	Main-d'oeuvre requise, demande légère	Manpower Surplus, Light	SL	Surplus de main-d'oeuvre, léger
Manpower Requirement, Moderate	RM	Main-d'oeuvre requise, demande modérée	Manpower Surplus, Moderate	SM	Surplus de main-d'oeuvre, modéré
Manpower Requirement, Extreme	RE	Main-d'oeuvre requise, demande extrême	Manpower Surplus, Extreme	SE	Surplus de main-d'oeuvre, extrême

OCCUPATIONAL EXPLORATION RECORD SHEET

Occupation Code: ____________________ Occupation Title: ______________

Occupational Definition (Duties):

Educational Requirements:

Special Educational Requirements, Apprenticeship, On-the-Job Training:

Registration, Certification and Licensing:

Environmental Conditions:

Physical Activities:

Data/People/Things:

Personal Qualities:

(a) **Interests:**

(b) **Aptitudes:**

(c) **Temperaments:**

	Prov. 1	**Prov. 2**	**Prov. 3**	**Prov. 4**
(Fill in province)	______	______	______	______

Future Outlook:

Work Week:

Earnings:

Other Information: (e.g. nature of work, places of work, advancement, transfer possibilities, related occupations, etc.)

Education and Training Programs:

Program	Duration	Institution Where Available	Location

Notes:

UNIT 5 COLLEGE AND UNIVERSITY PROGRAMS IN CANADA

Description: The College and University Programs are charts that enable users to discover the post-secondary institutions that offer programs in which users are interested; alternatively, the tables can be used to discover the programs that given institutions offer. In addition, the tables indicate the level of study at which each program is offered.

Make-up of the College and University Programs

The College and University Programs consist of a book of charts, each of which deals with one of the following regions: Atlantic Region, Quebec Region, Ontario Region and Western Region. If there is a large number of post-secondary institutions in a region, two charts are provided for that region. The charts are published annually.

Information Contained in the Program Tables:

Each regional chart lists the universities, community colleges, institutes of technology and other post-secondary institutions in the area. (Full titles and addresses of the institutions are provided in an appendix.)

Each chart also lists the programs that exist, grouped in categories that correspond with CCDO Major Groups of occupations. However, each grouping shows programs of education and training at the post-secondary level, not the occupations for which those programs might qualify one.

The institutions are listed along the vertical axis of the chart, while the programs are shown along the horizontal axis. When an institution offers a given program, a symbol is shown beside that institution in the column for that program (i.e. at the coordinates of the institution and program). There are different symbols, depending on the level(s) at which a program is offered, as follows:

CERTIFICATE OR DIPLOMA PROGRAMS/PROGRAMMES DU CERTIFICAT OU DU DIPLOME

0. Less than one-year duration/durée de moins d'un an
1. One-year duration/durée d'un an
2. Two-year duration/durée de deux ans
3. Three-year duration/durée de trois ans
4. Four-year duration/durée de quatre ans

DEGREE PROGRAMS/PROGRAMMES DU GRADE

B. Bachelor's Degree/Baccalauréat
M. Master's Degree/Maîtrise
D. Doctoral Degree/Doctorat
Bachelor's and Master's Degrees/Baccalauréat et Maîtrise
Bachelor's, Master's and Doctoral/Baccalauréat, Maîtrise et Doctorat
T. Transfer Programs/Programmes de transfert
C. Co-operative Programs/Programmes d'alternance travail-études
A. Apprenticeship Programs/Programmes d'apprentissage

Purpose and Role of the College and University Programs in the Career Counselling Progression:

The Programs are sources of information on the availability of post-secondary education and training programs that clients can consult in the second stage of the career counselling progression: the exploration of possibly suitable occupations. With these tables, clients can determine the institutions that offer programs at the appropriate level of study that will help them to qualify for occupations in which they are interested. Such information can help clients to make educational and occupational decisions and to determine whether they will need to move to a different locale in order to enter an appropriate program for the occupations(s) in which they are interested. In so doing, clients prepare themselves for an assessment of their readiness for employment in the third stage of the progression.

N.B. In order to use the Program Tables effectively, a client must first have gathered information from other sources about the education and training requirements of occupations in which s/he is interested. Otherwise, the client will be only guessing about the programs and levels of study that might be appropriate to his/her needs.

In addition, clients should be aware that the tables provide only basic information about programs and where they are available. Detailed information about programs, entrance requirements, tuition, financial assistance and other relevant matters should be obtained from the appropriate institutions, once clients have used the tables.

COLLEGE AND UNIVERSITY PROGRAM TABLES

These charts present the main program offerings at all major post-secondary institutions in Canada. No attempt has been made to list separately the affiliates of the main colleges or universities. The program offerings are generally included opposite the principal institution.

The names of post-secondary schools are listed in full in the appendix. However, only the abbreviations have been used on the charts. Institutions with campuses in different cities have also been listed.

These tables include only those programs terminating in a diploma or degree. Most specializations within certain programs are not shown, while others are included in a general program listing. No differentiation has been made between general, major and honours degrees at the Bachelor's level, nor between graduate and undergraduate diploma courses.

The tables were verified by the registrar and contain all changes submitted before publication. However, new programs are being introduced continuously, and students should check with the registrar of a chosen institution or with the school counsellor for more complete and up-to-date information about specific entrance requirements or courses.

The charts will help students select their area of study. Registrars and admissions officers of the university or college will provide the necessary enrolment procedures. Before making a final choice, students should seek the advice of career counsellors, faculty members at a nearby community college or university, interested parents and others such as people employed in occupations related to the chosen field.

How to use these charts:

This series of charts has two main sections: a horizontal listing of programs offered by post-secondary schools divided into fields of study, and a vertical listing, by province, of major Canadian institutions.

Selecting a program:

In selecting a program, you first consider the fields of study at the top of tables and select the programs that interest you; next, read the list of institutions and their code numbers at the left of the tables, and then locate your preferred program according to the school. Make a list of these schools, and select one, according to your preference.

Selecting a school:

If, on the other hand, you know several schools that interest you, look at the list on the left side of the chart, noting their names, code numbers and provincial location. To pick out the most suitable, consider the programs offered and select the school according to your preferences.

COLLEGE AND UNIVERSITY PROGRAMS TABLES — SIMULATION

FIELDS OF WORK **MANAGEMENT AND ADMINISTRATION**

ONTARIO

COLLEGES AND UNIVERSITIES

OCCUPATIONAL AREA SECTEURS DE TRAVAIL	BUSINESS AND COMMERCE GESTION ET COMMERCE	CONSTRUCTION OPERATIONS TRAVAUX DE CONSTRUCTION	EDUCATION AND TEACHING EDUCATION ET ENSEIGNEMENT	FINANCE, ACCOUNTING AND AUDITING FINANCE, COMPTABILITÉ ET VERIFICATION	GOVERNMENT & PUBLIC ADMINISTRATION GOUVERNEMENT ET ADMINISTRATION PUBLIQUE	HEALTH ADMINISTRATION ADMINISTRATION DES SERVICES DE SANTE	ORGANIZATION AND METHODS ANALYSIS ANALYSE DE L'ORGANISATION ET DES METHODES	PERSONNEL AND INDUSTRIAL RELATIONS PERSONNEL ET RELATIONS INDUSTRIELLES	PRODUCTION MANAGEMENT GESTION DE LA PRODUCTION	RESOURCES MANAGEMENT GESTION DES RESSOURCES	SALES AND ADVERTISING VENTE ET PUBLICITE	SERVICES MANAGEMENT GESTION DES SERVICES	SOCIAL SCIENCES MANAGEMENT GESTION EN SCIENCES SOCIALES	TRANSPORTATION AND COMMUNICATIONS TRANSPORT ET COMMUNICATIONS	OTHER AREAS OF MANAGERIAL AND ADMINISTRATIVE WORK AUTRES SECTEURS DE TRAVAIL EN GESTION ET EN ADMINISTRATION			
ONTARIO																		
BROCK 1	2B		M	2B	2B		□								2B	1		
CARLETON 2		□			△											2		
GUELPH 3	B									B		B				3		
LAKEHEAD 4	3B			□		B		B								4		
LAURENTIAN 5	4B											3				5		
McMASTER 6	B										B					6		

simulation

OCCUPATIONAL AREA SECTEURS DE TRAVAIL	BUSINESS AND COMMERCE GESTION ET COMMERCE	CONSTRUCTION OPERATIONS TRAVAUX DE CONSTRUCTION	EDUCATION AND TEACHING EDUCATION ET ENSEIGNEMENT	FINANCE, ACCOUNTING AND AUDITING FINANCE, COMPTABILITÉ ET VERIFICATION	GOVERNMENT & PUBLIC ADMINISTRATION GOUVERNEMENT ET ADMINISTRATION PUBLIQUE	HEALTH ADMINISTRATION ADMINISTRATION DES SERVICES DE SANTE	ORGANIZATION AND METHODS ANALYSIS ANALYSE DE L'ORGANISATION ET DES METHODES	PERSONNEL AND INDUSTRIAL RELATIONS PERSONNEL ET RELATIONS INDUSTRIELLES	PRODUCTION MANAGEMENT GESTION DE LA PRODUCTION	RESOURCES MANAGEMENT GESTION DES RESSOURCES	SALES AND ADVERTISING VENTE ET PUBLICITE	SERVICES MANAGEMENT GESTION DES SERVICES	SOCIAL SCIENCES MANAGEMENT GESTION EN SCIENCES SOCIALES	TRANSPORTATION AND COMMUNICATIONS TRANSPORT ET COMMUNICATIONS	OTHER AREAS OF MANAGERIAL AND ADMINISTRATIVE WORK AUTRES SECTEURS DE TRAVAIL EN GESTION ET EN ADMINISTRATION			
SHERIDAN LORNE PARK 54												2				54		
SHERIDAN MILTON 55							2									55		
SHERIDAN MISSISSAUGA 56										1						56		
SHERIDAN OAKVILLE 57	23							2	2							57		
SIR S. FLEMING COBOURG 58										1						58		
SIR S. FLEMING LINDSAY 59						2							T			59		
SIR S. FLEMING PETERBORO 60	3			23					3			2		2	2	60		

COLLÈGES ET UNIVERSITÉS

ONTARIO

DOMAINES D'ACTIVITÉ **GESTION ET ADMINISTRATION**

OCCUPATIONAL EXPLORATION RECORD SHEET

Occupation Code: ____________________ Occupation Title: ______________

Occupational Definition (Duties):

Educational Requirements:

Special Educational Requirements, Apprenticeship, On-the-Job Training:

Registration, Certification and Licensing:

Environmental Conditions:

Physical Activities:

Data/People/Things:

Personal Qualities:

(a) **Interests:**

(b) **Aptitudes:**

(c) **Temperaments:**

	Prov. 1	**Prov. 2**	**Prov. 3**	**Prov. 4**
(Fill in province)	________	________	________	________

Future Outlook:

Work Week:

Earnings:

Other Information: (e.g. nature of work, places of work, advancement, transfer possibilities, related occupations, etc.)

Education and Training Programs:

Program	Duration	Institution Where Available	Location

Notes:

UNIT 6 ASSESSMENT OF OCCUPATIONAL INFORMATION

Introduction: Once a client has made a thorough investigation of occupational possibilities that s/he has identified using systems such as the Index to Canadian Occupations, s/he will need to assess the information that has been gathered, in order to choose one (or perhaps two) occupations in which s/he will actively seek employment. The client will then be in a position to make plans and preparations around his/her occupational choice(s), to assess his/her employment readiness in the occupation(s), to carry out any necessary preparations or plans of action and to conduct a job search.

The purpose of this unit is to tie together any loose ends that exist after students have explored occupational possibilities, using Careers Provinces, the Canadian Classification and Dictionary of Occupations, Careers Canada, the Canadian Occupational Forecast, the Forward Occupational Imbalance Listing and the Program Tables; most importantly, this unit will consist of an assessment of the information that students have gathered about occupations, so that occupational plans and decisions can be made.

At the beginning of Section II of this course, an exercise was included "To formulate a means for choosing between occupational possibilities". Collecting information about occupations was established as the first step of that means. Subsequent steps were:

(a) organizing the information about each occupation in a common format;

The Careers Provinces fact sheets were the model for that format, and students simultaneously organized information from other sources into the similar format of the Occupational Exploration Record Sheet, when they were gathering it.

(b) examining the information on each occupation to identify attractive and undesirable aspects;

(c) marking positive and negative aspects by underlining, circling, etc.;

(d) comparing the positive and negative aspects of different occupations that are under exploration;

(e) ranking occupational possibilities in order of their attractiveness and desirability.

These last four steps were touched upon briefly in the unit on Careers Provinces, but they will form the basis of the exercise in this unit.

UNIT 7 USE OF OCCUPATIONAL EXPLORATION TOOLS BY COUNSELLORS WITH CLIENTS

Introduction: In preceding units, students have become familiar with several tools for occupational exploration and how they work. Having approached those tools from the standpoint of the client, students are now ready to examine those tools from the perspective of the counsellor. Although, for the most part, the use by clients of the occupational exploration tools that are studied in this course is straightforward, there are certain issues that arise in relation to the effective use of these sources of information by counsellors with clients. The considerations to which counsellors should pay attention go beyond a simple "how to" introduction of the materials to clients. These considerations include:

- the establishment of the kinds of information about occupations that are important in making occupational decisions and plans;

- the identification of clients who might benefit from the sources of information (Careers Provinces, Canadian Classification and Dictionary of Occupations, Careers Canada, COFOR, FOIL and the College and University Program Tables);

- the advantages and limitations of each occupational exploration tool; and

- the discovery and expansion of self-knowledge by the client.

This unit will examine the above considerations in order to enable students to guide clients through the exploration of occupational possibilities in the most effective way.

GUIDING CLIENTS IN EXPLORING OCCUPATIONAL POSSIBILITIES

Once a client has identified occupations that might be suitable, using a system such as the Index to Canadian Occupations, s/he will need to explore those occupational possibilities in detail in order to reach an occupational decision and to make plans around that decision. However, the client likely will not know what to do next or where to look for information about occupations. Indeed, it may well be necessary to point out to the client that s/he should conduct a detailed exploration of occupations, since s/he may feel that the initial indications of suitability of occupations that they obtained in using the ICO are sufficient to make an occupational decision. The role of the counsellor at this stage is crucial in helping the client to make an informed, reasoned and carefully considered choice of an occupation in which to actively seek employment.

Counsellors can guide clients through the exploration of occupations in the following way:

1. Establishment of the Need to Explore:

   When the client has identified possibly suitable occupations, using a system such as the Index to Canadian Occupations, the counsellor should suggest to the client that those possibilities can be explored further. This should be done in a non-directive way so that the client has control of the process and is making the choices and decisions about his/her future work himself/herself. The most effective approach is probably to simply ask the client to consider for a moment what s/he does not know about the occupations in which s/he is interested. If the client needs some prodding on this point, it should be sufficient to give just one example of information that the client probably does not know about his/her occupational possibilities and that would seem to be an important consideration; the chances of finding a job in a given occupation is a good example to use.

   It is important that the client be aware of the need to explore occupations in depth so that s/he will have a goal in sight towards which s/he can work by exploring occupations. That goal is the ability to make well-informed decisions about occupations and one's future work. The client will then be motivated to carry out a thorough exploration. However, the client's understanding of what s/he is doing in the exploration stage and his/her motivation for doing so will be the strongest only if s/he has arrived at the realization of the need to explore on his/her own. Thus, the role of the counsellor is to suggest the questions that lead to that realization and not simply to state that the exploration of occupations is important.

2. Establishment of Required Information About Occupations:

   In order to explore occupations, one needs to know what one is looking for. Thus, the counsellor should suggest to the client that s/he might think about this and make a list of the kinds of information about occupations that s/he wishes to find. The list might include some of the following:

- duties;
- education and training requirements;
- apprenticeships;
- on-the-job training;
- registration, certification and licensing;
- environmental conditions;
- physical activities;
- interests;
- temperaments;
- abilities;
- future job outlook;
- geographic location;
- hours of work;
- earnings;
- available education and training programs;
- relationship to other occupations;
- advancement and transfer possibilities;
- places of work.

When the client has made a list of desired information about occupations, the counsellor should suggest kinds of information that the client may not have thought of, briefly explaining what each involves. This will help the client to make sure that s/he has a complete idea of the kinds of information that are needed; and it will make the client aware of the many considerations that can go into an occupational choice. In suggesting considerations, the counsellor should make the client aware, when appropriate, of how certain kinds of information are related to others; for instance, job prospects vary according to geographic location, earnings vary according to geographic location, education and training, and hours of work vary according to place of work or type of employer.

3. Identification of Sources from Which a Client Can Benefit:

Knowing the kinds of information about occupations that the client seeks, the counsellor easily can tell which sources will be the most useful to the client; the counsellor also can determine whether any information not already on hand will be required, necessitating contacts with special sources, such as employers, unions, professional associations, Canada Employment Centres, etc. To determine the sources that will be the most useful to the client, the counsellor must use his/her knowledge of the kinds of information found in Careers Provinces, the Canadian Classification and Dictionary of Occupations, Careers Canada, COFOR, FOIL, the Program Tables and local potential sources of information. A client may need only one or two of the above sources (e.g. Careers Provinces) or s/he may need to use most of them to piece together a complete profile of an occupation; still, the counsellor should introduce a variety of sources to the client so that s/he can use any of those available.

4. Introduction of Sources to Clients:

Since sources of information about occupations are generally easy to use, their introduction is, in part, a simple "how-to" explanation. This should be done carefully and thoroughly, however, so that the client clearly understands the kinds of information that s/he will find in each source and how they should be interpreted.

Clients should first be shown how to convert their ICO occupational cluster codes into the 7-digit individual occupation codes that they comprise. This will prepare clients for the use of occupational information at both the 4- and 7-digit levels. The "Master List of Cluster and Occupation Codes" should be used for this conversion.

Careers Provinces should be introduced to the client first, since sometimes no further exploration using other sources is required; however, the client may wish to use other sources, as well, especially if there are particular points that s/he wishes to delve into in depth. The appropriate sources can then be introduced.

If a given occupation that the client wishes to explore is not included in the Careers Provinces series, the CCDO, Careers Canada, COFOR, FOIL and the Program Tables all should be introduced so that the client can compile his/her own fact sheet on the occupation, similar to those in Careers Provinces. The five sources should be introduced one at a time as the client is ready to use them, although COFOR and FOIL might be introduced together. Access tables such as the "Master List of Cluster and Occupation Codes" and the "Index to Careers Provinces and Careers Canada by ICO Cluster" should be explained to the client carefully so that s/he understands clearly how to use them. It is not necessary to explain the CCDO occupational coding system in detail, unless the client requests it or wishes to look up occupational information for occupations for which s/he does not already have codes.

5. Advantages and Limitations of Sources of Occupational Information:

The advantages and limitations of each source of occupational information need not necessarily all be explained to the client. However, the counsellor should be aware of them so that s/he can assist the client in using the information, particularly in interpreting it. A knowledge of the advantages and limitations of each source also can be used by the counsellor in determining which sources would best meet particular needs of the client.

Careers Provinces: The main advantage of Careers Provinces is its comprehensiveness; each fact sheet contains information on almost every aspect of an occupation that is important in making assessments to reach an occupational decision. Often, the information in Careers Provinces is all that is needed to assess the desirability of an occupation.

The main limitation of Careers Provinces is that each fact sheet is a summary, the bare bones, of an occupation. Detailed information must be obtained from other sources. In addition, if information is desired about an occupation in a province or territory other than one's own, it is necessary to consult a different set of fact sheets, which may not be as readily available. Finally, it is important to have on hand the most up-to-date edition of the Careers Provinces fact sheets that is available; certain kinds of information, such as earnings and future outlook, are apt to change.

Canadian Classification and Dictionary of Occupations (CCDO): The CCDO provides information on the aspects of occupations that usually remain constant for almost every occupation that exists in Canada. It offers information on duties, occupational characteristics and related occupations that is more detailed than that which is available from any other source. Its coding system is central to the organization and use of a number of other sources of occupational information.

The CCDO's main limitation is that it is complex so that some users are intimidated by it. Even though clients who have used systems such as the Index to Canadian Occupations do not usually need to learn the CCDO's occupational coding system, they do need to understand and use its codes for occupational characteristics; the ratings for those characteristics have to be interpreted cautiously, and, like any system ratings according to a set group of characteristics, there are bound to be some distortions and inaccuracies. The use of clusters in Volume II raises questions about the accuracy of information about those clusters when it is applied to the individual occupations that they contain.

Careers Canada: The main advantage of Careers Canada is that the series describes occupations in the context of the fields of work in which they are found, rather than in isolation. The booklets are written in a non-technical and readable style and they use a biographical approach in describing typical workers in the occupations covered; thus, the client is given a perspective on occupations that is based on the people who work in them.

Careers Canada's main limitation is that its treatment of occupations and fields of work is very general. It is intended as a starting point in the exploration of occupations and in the planning of more in-depth exploration; thus, it should not be used by itself to make an occupational decision, but in conjunction with other sources of information. Its main application is with young people who are preparing to enter the labour market.

Canadian Occupational Forecast (COFOR): COFOR provides predictions of demand for workers in various occupations for periods of up to eight years. It gives statistical estimates of the number of workers that will be required in groups of occupations at the CCDO Unit, Minor and Major Group levels.

COFOR is subject to the same limitation as any prediction of the future: unforeseen circumstances and occurrences can alter what can be expected to take place; because COFOR is a long-range prediction of demand, it is fairly vulnerable to this phenomenon. In addition, because COFOR forecasts demand at the Unit Group level, its predictions are not necessarily accurate for individual occupations within the group. Finally, COFOR predicts occupational demand, not supply, and therefore does not indicate the sort of competition for jobs that can be expected.

Forward Occupational Imbalance Listing (FOIL): FOIL provides predictions of shortages and surpluses of workers in groups of occupations for periods of up to two years. It gives information at the Unit Group level, but it includes a few individual occupations. Because FOIL is published quarterly, its information tends to be up-to-date.

Since FOIL is re-issued frequently and it is a short-term forecast, it is less vulnerable than COFOR to changes in future manpower requirements and surpluses caused by unforeseen occurrences in the meantime; however, it is still subject to this problem. In addition, except for the few individual occupations that are included, it suffers from the same limitation as COFOR when it comes to the accuracy of information about Unit Groups when applied to individual occupations within those groups.

Both COFOR and FOIL give clients indications of future outlook for groups of occupations for Canada as a whole and for each province and territory. FOIL often provides details about the reasons for shortages and surpluses in groups of occupations in particular provinces and parts of provinces.

College and University Program Tables: The Program Tables provide a quick indication of the post-secondary institutions that offer particular education and training programs and the levels at which the programs are given.

The limitation of the Programs Tables is that they give no details about the programs offered such as admission requirements, tuition, etc. Thus, the Program Tables are only the initial step in exploring the education and training programs that can qualify one for occupations; details about programs must be obtained from the individual institutions.

6. Clients' Self-Knowledge:

In order to assess the information that s/he gathers in exploring occupations, the client requires self-knowledge, an awareness of his/her likes and dislikes, wants and needs, hopes and goals for his/her working life and the way that it should fit into his/her life as a whole. Self-knowledge also involves an awareness of what is possible and what is not.

The counsellor can play a crucial role in helping the client to develop self-knowledge in order to assess information about occupations and to make an occupational decision. Again, the counsellor must be non-directive in the way s/he helps the client, careful not to impose his/her own values on the client; the counsellor asks the questions and the client provides the answers.

Examples of questions that a client may need to answer for himself/herself, and that the counsellor can suggest, are:

- What kind of work is the most attractive?
- What interests are my strongest and the ones I most want to follow in my work?
- To what kinds of work situations would I best be able to adapt (strongest temperaments)?
- What abilities are my strongest and which ones would I most like to use in my work?
- How much preparation for an occupation (education, training, apprenticeship, on-the-job training, registration, certification, licensing) would I be willing and able to do? If so, what kind(s)?

- In what environmental conditions would I be willing and able to work? Which are the most desirable?
- What physical activities would I be willing and able to carry out in my work? Which are the most desirable?
- What is an acceptable future outlook for finding a job in an occupation?
- Where would I like to work? Would I be willing to move? If so, where?
- What are the most desirable working hours? What working hours would I accept, if necessary?
- What level or income would I like? What level of income would be acceptable according to my needs?
- Would I be willing and able to go back to school to become qualified for an occupation? Would I be willing and able to move to go to school? If so, where?

The counsellor should be ready to suggest any question that seems appropriate in helping the client to acquire the self-knowledge needed to make decisions about occupations, including questions that affect the answers to other questions - "Could I afford to go back to school?" "If I moved, could my husband/wife/boyfriend/girlfriend find a job - especially one s/he would like - in the new location?" The counsellor should make sure that the client knows that s/he does not have to give the answers to such questions to the counsellor, but only should find the answers for himself/herself.

7. Assessment of Occupational Information:

In order to assess information about occupations to reach an occupational decision, the client will need to take a systematic approach. The counsellor might suggest the following:

- making sure that the information about occupations is organized in a common format for easy comparison;
- identifying and marking attractive and undesirable aspects of occupations;
- comparing the positive and negative aspects of occupations;
- ranking occupations in order of their attractiveness and practicality.

To compare and rank occupations, a sorting process can be used in which the client compares two or three occupations, arranges them in order of preference, compares each additional occupation with those already ranked, and inserts each one in its proper place in the order.

To some extent, the development of self-knowledge by the client will overlap with the assessment of occupational information, since some issues will not come up until the client is actually trying to assess the information. Except in helping the client to acquire such self-knowledge, the counsellor should permit the client to work alone while comparing and ranking occupations; at all times, the client should be permitted a maximum sense of making the decisions about occupations and what s/he wants in his/her future work himself/herself.

8. Evaluation of Client's Occupational Exploration and Assessment:

Having explored and assessed occupations in order to reach an occupational decision, the client will need to determine whether s/he is satisfied with what s/he found out. The counsellor should ask the client whether s/he is happy with his/her choice of an occupation. If not, what could be improved? Is there any additional information that would have made the assessment of occupations easier or more thorough? The counsellor should try to identify the cause of the dissatisfaction and to work out with the client a way of solving it. The client may need more information about occupations or additional self-knowledge. The difficulty may be only minor and one for which the counsellor can suggest an easy solution; for example, if the client prefers an occupation in every way except that s/he cannot afford to go back to school or to move to an area where there are jobs in the occupation, the counsellor could suggest an Employment and Immigration training or mobility program (provided the criteria of those programs are met). The client may need to go over his/her assessment of occupations and to make modifications; certain trade-offs may be necessary. Once again, the counsellor should ask the appropriate questions and make suggestions that will help the client to make a satisfactory occupational choice.

In the end, the client still may not be ecstatically happy with his/her choice of an occupation; the process may have been a learning experience as well as the exploration and assessment of occupations; but, the conclusion of the process should be a satisfactory, if not ideal, occupational choice.

SECTION III Employment Readiness

Introduction

Once someone has an occupational goal, whether firm or tentative, that goal must be implemented. In order to do so, it is necessary to find out whether anything stands in the way of the achievement of that goal; if so, a way must be found over or around the barrier. Without overcoming such obstacles, one will be unable to achieve one's occupational goal and even may have difficulty finding employment of any kind.

There is a variety of reasons why one might not be ready for employment in a given occupation. It may simply be a matter of not possessing all the required skills and qualifications; solving the problem is a case of arranging to acquire the skills and qualifications. Other potential obstacles include tools, equipment and other work aids that the workers might be required to supply; and characteristics such as hours and rates of pay that may vary from occupation to occupation or from job to job within the same occupation. For these areas, a change in the occupational goal is one of the ways of removing obstacles to employment, usually as a last resort, since obstacles of these kinds relate to the occupational goal, itself.

Certain kinds of barriers to employment can exist no matter what one's occupational goal may be, although some can be less serious in certain job situations than in others. These kinds of barriers include: work habits (e.g. punctuality, human relations); personal needs and problems (e.g. child-care, transportation, health, alcohol or drug abuse); and job search skills (e.g. job locating skills, application skills, interview skills). Barriers to employment in these areas have to be overcome if one is to find and keep employment of almost any kind.

One can have more than one barrier to employment; for instance, someone can lack some skill or qualification at the same time as having a health problem. Furthermore, some barriers can be related to others; for example, someone can have a punctuality and attendance problem as a result of an alcohol problem. Thus, the process of identifying barriers to employment and taking steps to overcome them must include a probing for hidden problems.

The program in this course that deals with the identification and overcoming of barriers to employment is PLACE. PLACE helps users to implement occupational goals by identifying and defining barriers to employment, formulating plans of action to overcome barriers, choosing the plan(s) of action that will best meet the user's needs and suit his/her situation, and carrying out the chosen plan(s).

UNIT 1 PLACE: GUIDED STEPS TO EMPLOYMENT READINESS*

Description: PLACE is a system that enables clients to assess their readiness for employment. PLACE provides clients with a framework in which they can examine occupational requirements and their personal situations in order to discover whether there are any barriers in the way of their finding and keeping jobs. If any problem areas are found, the system provides clients with a means for formulating ways of overcoming those barriers. If there is more than one way of solving a problem and/or if there are several barriers to be overcome, PLACE helps clients to determine which plans of action will best meet their needs and to decide which problems should be dealt with immediately.

Clients assess their readiness for employment in terms of a set of employability factors. These employability factors are derived from experimental use of PLACE and the literature of employability measurement. The factors are divided into five parts:

- Identifying Your Occupation
- Fitting The Requirements
- Getting The Job
- Doing Well On The Job
- Personal Needs

Clients examine only the employability factors in the parts of individual concern.

After identifying employment problems, clients examine ways of overcoming them. From among a variety of services and programs, clients choose those that best suit their situations. In this way, they develop plans of action to overcome their employment problems. By following these plans of action, they become ready for employment in their chosen occupations.

Make-up of PLACE:

PLACE has three components:

1. The PLACE Workbooks - These constitute the principal components of the system. There is one for each part of PLACE. It is in the Workbooks that clients assess their employability. Each section in a Workbook examines one of over forty employability factors.

2. The PLACE Sourcebooks on the World of Work - These provide clients with information about occupations and the requirements of the labour market, as well as sources that clients can consult, such as Careers Provinces and the Canadian Classification and Dictionary of Occupations, to find specific additional information about occupations and their requirements.

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* This unit is a revision of the PLACE unit that appeared in earlier editions of "Methods and Materials of Vocational Counselling".

General guidelines on how to solve employment problems are included for most parts of PLACE. The Sourcebooks are cross-referenced according to each of the employability factors in the Workbooks for easy use by clients.

3. The PLACE Directory to Employment-Related Programs and Services - This component is a source of information on programs and services that can remedy clients' employment problems. Using the Directory, clients can select plans of action that are appropriate to their needs. The Directory is cross-referenced to the topics in the Workbook. Both Canada-wide and local programs and services are listed.

How PLACE Works:

PLACE is designed so that clients can assess their employability and develop plans of action to overcome barriers, either by themselves or together with counsellors. There are three main types of clients who can benefit from PLACE. Of these, the first two can use PLACE as an alternative or a follow-up to the process of occupational exploration and decision-making described in Section II of this course:

1. Clients with several tentative occupational choices who seek to determine the occupational alternatives whose requirements they meet or are most willing to meet;

2. Clients with relatively firm occupational choices who need to determine what qualifications they must acquire and how to do so;

(These include clients who are preparing to enter the labour market and those who still may be in school and who require a general orientation to the labour market and the kinds of considerations that affect employability.)

3. Clients with relatively firm occupational choices for which they are qualified, but who, for one reason or another, are experiencing difficulty in finding and/or keeping a job. These clients need to determine why they are having such difficulty and to implement plans of action to overcome it.

In accordance with their needs, clients use the appropriate PLACE Workbook(s) to assess their employability and to analyse requirements of employability that they lack. Clients refer to the PLACE Sourcebook(s) for additional information on requirements and for guidelines on what they need to do to solve their employment problems. After analysing an employment problem, clients summarize its precise nature and set a goal to solve it.

When clients have set goals to solve their employment barriers, they refer to the sections of the PLACE Directory to Employment-Related Programs and Services that correspond to the barriers to employment that they have identified. The Directory lists CEIC and local programs, services and agencies that can help solve employment problems. Clients choose the plans of action that will best meet their needs in accordance with their circumstances. When more than one barrier must be overcome, clients must decide on the best combination of plans of action and/or the priority that each must have for implementation. (Some employment problems may be more urgent than others or the completion of some plans of action may be a prerequisite for the initiation of others.) In some cases, the collection of barriers to employment may be so formidable that clients may find it necessary to change their occupational goals.

Finally, clients map out the implementation of their plans of action with any stages that might be involved and target dates for completion. The formulation and implementation of plans of action usually is done with the help of counsellors, who also may conduct follow-ups on the progress of clients in carrying out their plans. Upon completion of their plans of action, clients satisfy all requirements and conditions that are needed to successfully find and keep jobs in their occupations.

Purpose and Role of PLACE in the Career Counselling Progression:

PLACE fulfills the third stage of the career counselling progression: the achievement of employment readiness. By using PLACE, clients identify barriers to employment, formulate plans of action to overcome their barriers and implement those plans in order to successfully achieve their occupational goals. Thus, clients prepare themselves for the fourth stage in the progression, the development of effective job search skills, which also is one of the possible plans of action that can result from PLACE, but which is a universal need of people wishing to find a job.

iii. Receiving Instructions

When you are being given instructions about your work, do you:

- * Stop what you are doing?............................ ☑ Yes ☐ No ☐ Not Sure
- * Look at the person who is talking to you?............. ☐ Yes ☐ No ☑ Not Sure
- * Listen carefully to the instructions without interruption?.................................. ☑ Yes ☐ No ☐ Not Sure
- * Briefly summarize the instructions aloud to show you understand?.............................. ☐ Yes ☑ No ☐ Not Sure
- * Ask questions about points that are unclear to you?.. ☐ Yes ☑ No ☐ Not Sure
- * Write down the instructions for future reference?.. ☐ Yes ☑ No ☐ Not Sure
- * Once you have gone back to your task, if you are still in doubt about whether you are doing it correctly, do you bring an example of your completed work to your supervisor?................. ☑ Yes ☐ No ☐ Not Sure

ASSESSMENT:

If you answered "No" or "Not Sure" to any of these questions, you need to improve in this area. On your Checklist, put a checkmark beside "Receiving Instructions" [3(a)iii].

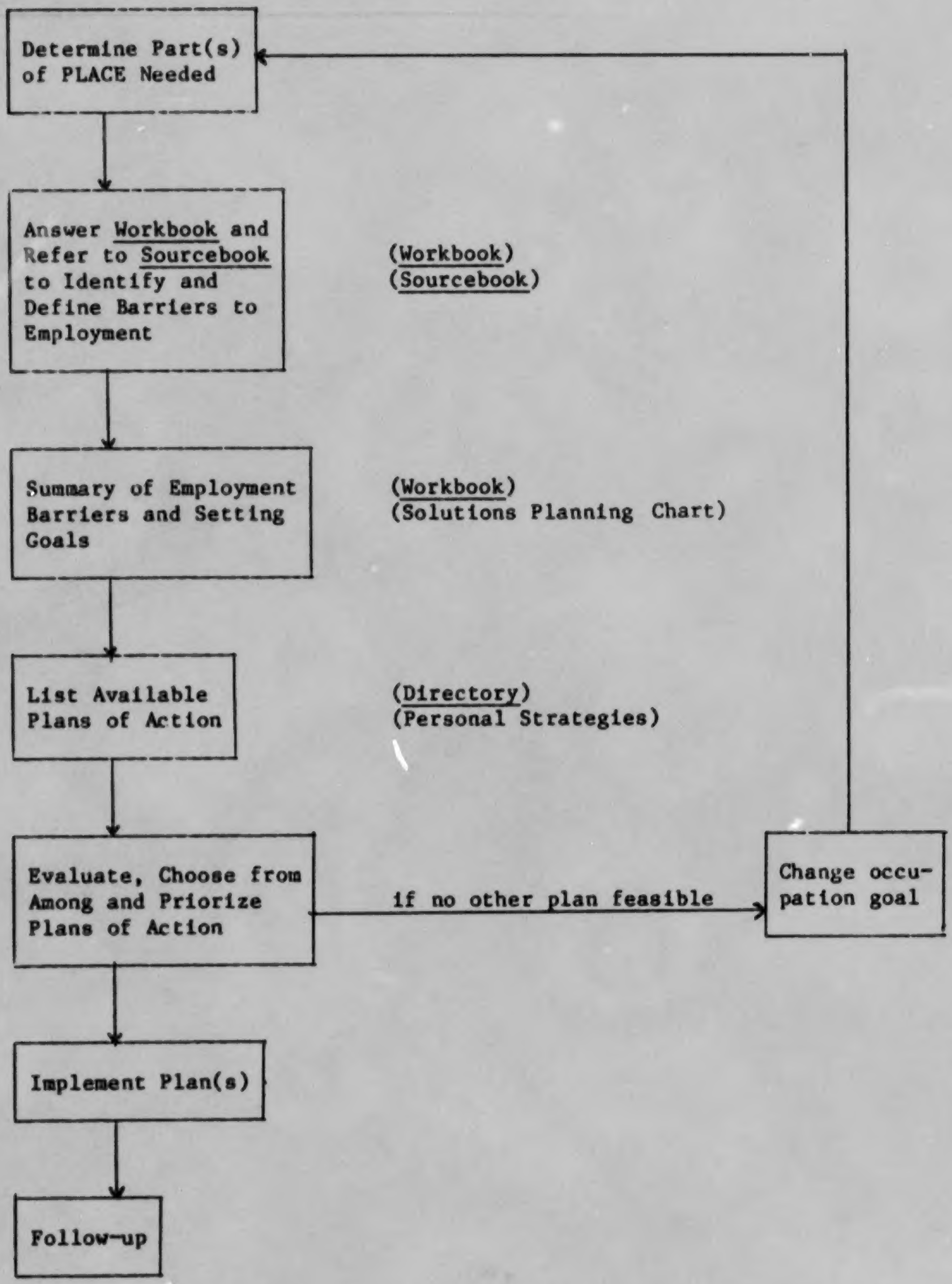
SOLUTIONS PLANNING CHART

TOPIC	PROBLEM OR NEED	PLAN OF ACTION
Example: 3(a)III. Communications Skills - Receiving Instructions	listening to instructions without interrupting	Basic Job Readiness Training, starts Jan___, 198__, 124 O'Connor St., arrange for training allowance

CHOOSING SOLUTIONS WORKSHEET

TOPIC	POSSIBLE SOLUTIONS	
Example: 3(a)III. Communications Skills - Receiving Instructions	- Basic Job Readiness Training Cost: None - sponsored by CEC Duration: 12-16 weeks Start Dates: 1st Monday of each month Effect on income: can get training allowance up to $60/wk.	Location: ________ College 124 O'Connor St. Eligibility: 19 yrs. old, out of school 2 yrs. Space Available: takes 8 wks. on a waiting list
	- Work Adjustment Training Cost: None - sponsored by CEC Duration: 16 weeks Start Dates: 3 wks. after a suitable employer is found Effect on income: can get a training allowance up to $60/wk.	Location: premises of an employer Eligibility: 19 yrs. old, out of school 2 yrs. Space Available: an employer to participate has to be found

The PLACE Process


Determine Part(s) of PLACE Needed
Answer Workbook and Refer to Sourcebook to Identify and Define Barriers to Employment
(Workbook)
(Sourcebook)
Summary of Employment Barriers and Setting Goals
(Workbook)
(Solutions Planning Chart)
List Available Plans of Action
(Directory)
(Personal Strategies)
Evaluate, Choose from Among and Priorize Plans of Action
if no other plan feasible
Change occupation goal
Implement Plan(s)
Follow-up

PLACE "FACTORS AFFECTING EMPLOYABILITY"

Part A - Identifying Your Occupation

Part B - Fitting The Requirements

Physical Requirements
Work Performance Requirements (Duties, Tools & Equipment, Language)
Credentials (Education/Training, Licences/Certificates, Memberships, Citizenship)
Equipment and Work Clothes Ownership (Vehicles, Tools & Equipment, Work Clothes)

Part C - Getting The Job

Preliminary Steps (Choosing an Occupation, Checking Qualifications)
Initial Preparation (Work Site, Personal Appearance, Personal Information Package, Scheduling and Record-Keeping, Locating Job Prospects)
Making Contact With Employers (Written Applications, Telephone Inquiries and Applications, Personal Visits)
The Interview (Preparing, Participating, Evaluating)
Follow-Up Procedures (Keeping In Touch With Employers, Dealing With Job Offers, Closing The Job Search Campaign)

Part D - Doing Well On The Job

Looking and Acting the Part (Appearance, Timekeeping, Company Policies)
Meeting Work Standards (Work Methods, Care of Equipment and Materials)
Working With People (Communications Skills, Human Relations Skills)
Showing Initiative

Part E - Personal Needs

Finances
Transportation
Care of Dependents
Health
Physical Limitations
Housing
Legal Problems
Discrimination

Stimulus:

Joan wondered whether she just didn't fit. When it came to being part of the working world, she sometimes felt like a square peg trying to squeeze into a round hole. For one reason or another, she kept having trouble getting and keeping jobs. It wasn't always clear to her what the reasons were, but there always seemed to be something.

Now, Joan was almost ready to give up. It wasn't as if she hadn't tried, but there seemed to be too much against her. She didn't know what she could do about it and she hadn't even been able to sort out everything that was wrong.

There were some things that she did know were problems. For one thing, she often had trouble being on time for work. She had good reasons, or so she thought, but her bosses had not been very sympathetic after it happened more than once or twice. From Joan's point of view, they hadn't been willing to give her much of a chance; after all, she had to take her daughter to the day-care centre or to a babysitter each day before she came to work; and since where she lived was a little off the beaten path, the bus service was infrequent - if you were even a few seconds late, you had to wait half an hour for the next bus. On really bad days, Joan missed the bus to the day-care centre and then the one from there to work.

Because Joan was a nursing assistant, any jobs that she could get required her to work shifts. Her lateness problems would sometimes start all over again when there was a change of shift: she would have to make new arrangements for someone to take care of her daughter and she would have to cope with buses that were even more infrequent outside rush hours.

Joan's difficulty in being on time sometimes made it hard even to get jobs, let alone keep them. She'd been late for interviews more than once, and then the interviews themselves hadn't gone well because she hadn't had time to compose herself. When she succeeded in being hired, she would only be let go again after a few weeks because of her inability to consistently get to work on time.

Joan was beginning to wonder whether she might be better off on welfare. Then, she'd have an income, although it would be rather low, and she wouldn't have to worry about being late for work any more. She wouldn't even have to worry about day care or babysitters. In fact, without the day care, babysitters and all those bus trips every day, her expenses would be less than if she was working - the lower income might not be as much of a problem as it would first appear to be. The more Joan thought about it, the more sense it made; all her problems would be solved...

Questions:

1. What problems was Joan having in being ready for employment in her occupation?

2. Suggest ways in which Joan might be able to overcome her problems in being employment-ready in her occupation.

3. What steps are important in making sure that one is ready for employment in a given occupation?

CHECKLIST FOR INTRODUCING PLACE TO CLIENTS

1. Explain purpose of PLACE - PLACE is a systematic way of identifying and overcoming barriers to employment in the client's occupation.

2. Point out that PLACE can be used by the client by himself/herself; the counsellor helps the client when called upon.

3. Mention that PLACE calls for some analysis and assessment by the client of his/her employment situation and ways of attaining readiness for employment.

4. Point out that only the client knows for sure his/her employment needs; PLACE provides a framework in which the client can assess his/her needs and decide on remedial steps to overcome employability problems, but the client makes all the decisions.

5. Introduce the PLACE Workbook and how it is used:

   (a) introduce the part of PLACE the client will be using;
   (b) show the client that each part contains several factors that affect employability and give examples of how such factors relate to employment readiness;
   (c) show the client how to approach each factor in the Workbook in which s/he is interested
      - read the description of how the factor can affect employability
      - answer the questions and follow the instructions
      - each time a problem for a given factor is found, put a checkmark beside the appropriate heading on the checklist in the back of the Workbook.

6. Introduce the PLACE Sourcebook and how it is used:

   (a) point out that the Sourcebook helps the client to understand and define his/her requirements in relation to his/her occupational goal and the labour market;
   (b) point out that the Sourcebook is used in conjunction with the Workbook, when required, to help him/her identify and analyse employment problems (requirements not met);
   (c) mention that the Sourcebook is organized by the factors in the Workbook and, thus, is easily accessed when using the Workbook;
   (d) mention that the Sourcebook refers clients to sources of information that can be used to determine whether occupational requirements are met - it also provides general information on labour market requirements and general solutions to employment problems.

7. Explain to clients that, after they finish the Workbook they examine the problems that they identified by reading appropriate pages in the Sourcebook; and then set the goals that they will need to achieve to solve their problems, recording the goals on the Solutions Planning Charts.

8. After the clients have used the Workbook and Sourcebook and the counsellor has discussed with them what they found out, introduce the PLACE Directory to Employment-Related Programs and Services:

   (a) point out that the Directory is organized by the factors in the Workbook for easy access;
   (b) for each factor, there are listed programs and services that can help clients to overcome barriers with respect to the factor or an aspect of the factor - these are divided into programs and services that are available through the Canada Employment and Immigration Commission and those that are available locally through the community or the province;
   (c) using the Directory and generating personal strategies, clients list alternative plans of action that might solve their employment problem(s).

9. Explain to clients that, after they have listed alternative plans of action, they evaluate them to determine which one(s) is the most suitable to their situation and, if necessary, which plans must be carried out first, either due to urgency or due to requirements for the fulfilment of other plans. The counsellor assists clients in this evaluation and priorization.

10. When a plan of action has been decided upon, the client and counsellor make a timetable for the implementation of the plan, with follow-up dates, a target date for completion and any intermediate steps that may be required.

SECTION IV Job Search

Introduction

One of the most common barriers to employment is a lack of job search skills. No matter how ready for employment a client may be in other respects, there is a good chance, especially in the case of one who is new to the labour market or who has never had to conduct a formal job search, that his/her job search skills need to be developed or improved. Few people come by the ability to carry out an effective and successful job search naturally.

While one may have a clear idea of the kind of work that one is looking for and of the kind of preparation that is required in order to reach that goal, one still may not know how to actually go out and look for a job in such a way that it is likely that one will be hired. Yet, that ability is a universal requirement for successful involvement in the labour market.

The conduct of an effective job search is a matter of:

(a) attitude - the realization that looking for a job is one's own responsibility, that there are jobs to be had with the right approach, that one does have something to offer of which one must convince employers, and that it is important to be organized when looking for a job;

(b) knowledge of the labour market - the awareness of potential employers that exist in the area where one is searching, their needs, how they should be contacted and their hiring practices;

(c) self-knowledge - the awareness of one's own abilities, skills, experience and other qualifications, as well as the activities and kinds of work that one likes and dislikes;

(d) effective presentation to employers - the development of a personal inventory (e.g. introductory letter, résumé, information for application forms) and the development of interview skills.

The program in this course that deals with job search skills is Creative Job Search Technique (CJST). In that a lack of job search skills is a barrier to employment readiness, CJST is a plan of action that can be used to overcome that barrier, either in connection with an employability assessment such as PLACE or by itself.

Creative Job Search Technique is a group approach to the development of the attitudes, knowledge and skills that go into an effective job search. With the aid of a group leader, who acts as a stimulus to discussion and as a source of information, participants learn from each other through discussion and the exchange of ideas and experiences. Audio-visual and written materials can also be used as stimuli and aids to discussion.

The purpose of this section of the course is to teach students how Creative Job Search Technique works and how to use it with clients. Because CJST uses a discussion group approach, it is important to help students to develop skills as group leaders, who can animate group members to discuss and exchange ideas, who can act as a catalyst in the development of job search skills, and who can control the direction of a group's activities without dominating them.

CREATIVE JOB SEARCH TECHNIQUE

Description:

Creative Job Search Technique (CJST) is a program that seeks to help clients to develop the skills, tools and attitudes needed to conduct an effective job search. CJST employs a group approach, in which clients learn from each other through discussion and the help of a group leader.

Make-up of CJST:

Because CJST is based on a group discussion approach, it is flexible in the way in which it can be carried out. Thus, there are no physical materials that are absolutely essential to its use. However, the following materials are generally used in a CJST session:

- "Creative Job Search Technique Is...1, 2, 3": a booklet for clients that summarizes important points about looking for jobs and provides concrete examples of tools and approaches discussed;
- "Creative Job Search Technique: Women Returning to Work" - an appendix to the first booklet, in which considerations to do with the specific needs of women returning to the labour market are discussed and reinforced.

Although, once again, it is not essential to a CJST session, it often is useful to include an audio-visual presentation as a stimulus to discussion. To this end, a 20-minute sound-slide show has been developed for use in CJST sessions; this show provides an introduction and overview of points that are important to a job search and that will be discussed in the session.

Other materials can be gathered and used by group leaders according to specific needs of their groups. These may include newspaper and magazine articles related to job search attitudes, the labour market, self-knowledge and job search tools; audio or audio-visual materials that deal with similar topics or present examples of effective and ineffective ways of carrying out a job search through interviews with job seekers and employers; or, if appropriate, employers or representatives of unions and professional associations, who can be invited to speak or take part in some discussions. Such supplementary materials and resources can be tailored to the local area and to individual groups.

How CJST Works:

Creative Job Search Technique has the following objectives:

(a) making clients aware of their role in a job search;
(b) helping clients to discover how the labour market works;
(c) helping clients to become aware of their potential and to identify the reasons why they are having difficulties in entering the labour market;

(d) helping clients to develop tools that will improve their job search (e.g. résumés, introductory letters, checklists, self-assessment questionnaires);
(e) increasing the self-confidence of clients and developing positive attitudes towards looking for jobs;
(f) encouraging independence and creative, sustained action by clients in their job search.

To achieve the above objectives, Creative Job Search Technique employs an approach based on that developed by Ray Ziegler in the United States in the early 1960s. This approach involves group discussions that are divided into two sessions several days apart.

In the first session, the group leader starts by giving a short introduction of the approach that CJST involves, asking participants to introduce themselves and to explain what they expect to achieve in the sessions, and helping participants to formulate common objectives that will satisfy their needs. With the help of stimuli, the group leader animates participants to discuss attitudes in looking for a job, how the labour market works and how to discover one's potential in the working world. In doing so, the group leader asks questions and encourages participants to compare their own knowledge and experience.

Participants prepare for the second session by drawing up résumés and/or introductory letters for employers. In the second session, the group leader helps participants to improve their résumés and/or introductory letters and to develop their skills for interviews. This is done through discussion among participants, who may be divided into small groups, and by means of role-playing and other exercises.

Purpose and Role of CJST in the Career Counselling Progression:

Creative Job Search Technique fulfills the fourth and final stage of the career counselling progression: the development of skills, tools and attitudes that go into an organized and effective job search. In this way, clients who are otherwise job-ready are equipped to conduct a successful search for work in the occupations of their choice. Thus, the career counselling progression is completed and clients acquire the last of the skills and approaches that are involved in setting and achieving employment goals. (CJST can also be used to develop job search skills in those who simply want a job and do not have a long-range career goal, as such.)

CREATIVE JOB SEARCH TECHNIQUE

The Creative Job Search Technique is a group training approach consisting of two sessions of about an hour-and-a-half each, spaced over a few days or a week. These sessions are intended for groups of seven to twelve persons.

CJST is based on the following principles:

1. Looking for work is a full-time job and people must take active responsibility in searching for work;
2. Eighty per cent of jobs are filled as a result of personal efforts made by the people who obtain these jobs;
3. Four per cent (4%) of jobs are always vacant;
4. Generally, employers do not hire people out of the goodness of their hearts. They hire the person most likely to help increase the productivity of their firm. Job seekers have to sell their services rather than ask for employment;
5. People obtaining work are those who are on the scene at the right time and who appear to have the best qualifications;
6. Looking for a job is first of all a matter of attitude;
7. Creative Job Search is based on the group. It tackles the practical problems of job hunting and is based on the constructive influence people can have on each other in solving their problems;
8. A job search is prepared - it is not done in a haphazard manner; the job search must be planned systematically.

GOALS AND OBJECTIVES OF THE CREATIVE JOB SEARCH TECHNIQUE:

In the CEIC, the Creative Job Search Technique is based on the approach developed in the United States by Ray Ziegler in the early 1960s. It offers persons looking for employment an opportunity to develop the attitudes and acquire the skills and tools required for an independent job search. The method, therefore, aims at:

(a) making clients aware of their role in the job search;

(b) giving clients a better perception of how the labour market works;

(c) helping clients to discover their potential and learn the personal reasons why they are having problems entering the labour market;

(d) helping clients develop tools that will improve their job search: résumé, introductory letters, checklists, self-appraisal questionnaires and so on;

(e) achieving tangible improvements in the clients' self-confidence and developing positive attitudes toward their job search;

(f) encouraging independence and creative/sustained action by clients in their job search.

DESCRIPTION OF THE CREATIVE JOB SEARCH TECHNIQUE:

As stated above, the Creative Job Search Technique is a group training approach consisting of two sessions, generally spaced over a few days.

During the first session, the coordinator or group leader makes participants aware of their own role in the job search. The emphasis is on attitudes and their importance in looking for a job. A discussion on the world of work and the job environment follows in which the group leader draws on the experience and knowledge of each participant. Important questions include: what do participants know about the labour market, which employers should they visit, to whom should they send copies of their résumés, and so on. After this information phase comes a self-knowledge phase in which participants are helped to discover their potential and to identify their individual resources and capabilities. This is done through questions such as: what image do you project, do you have confidence in what you can do, do you have experience selling your skills to an employer, how do you prepare for an interview, and so on.

Since the second session is generally held a few days after the first, participants are asked to prepare, at home, a résumé and/or an introductory letter for an employer. The group leader uses the second session to go over the work done at home by participants and to develop their skills for the hiring interview. To do so, the group leader can use role-playing techniques or any other suitable approach.

This is basically how the two Creative Job Search Technique sessions are structured. Naturally, the group leader can use a variety of approaches and tools. Some group leaders prefer to use films or slides prepared especially for these sessions, while others will focus on group discussion and the use of a variety of written materials.

IS THE CREATIVE JOB SEARCH TECHNIQUE FOR EVERYONE?

This approach is intended for any person looking for employment, regardless of age or milieu, for skilled, semi-skilled or unskilled workers, professionals, experienced workers or newcomers to the labour market. The approach is broad enough to be suitable for a variety of groups and can, if necessary, be modified to meet specific needs without altering its fundamental principles.

The success of the Creative Job Search Technique has been demonstrated by a number of studies showing that over seventy per cent of those who attend these sessions find jobs. Moreover, this is a free service offered in all Canada Employment Centres throughout Canada.

HOW A SESSION IS CONDUCTED AND PRACTICAL SUGGESTIONS

At the beginning of a CJST session, the group leader welcomes everyone, identifies her/himself and gives a brief explanation of the approach that will be used. She/he then invites those present to introduce themselves, stating their occupation. Always "break the ice" right away.

The group leader asks participants what they expect from the session. She/he allows everyone to express his/her views. This gives him/her a general idea of the needs of each participant and an opportunity to explain to his/her audience how they should see the purpose of this session: helping individuals to help themselves by exchanging views on their job search experiences.

Now for the modules:

(a) Module I: Attitudes toward job search

The module is screened and a discussion follows on attitudes that must be developed and on the need to get organized and to take an active part in the job search. Here are a few questions the group leader could use to get a discussion started:

- What is their objective?
- What have they done so far to reach this objective?
- Should they be doing more?
- How?

(b) Module II: The labour market

Part A

- Content: this part of the film examines the organization aspect of the job search: where to look for a job and how to go about it.

Use:

After the film, the group leader asks participants for their suggestions and invites everyone to discuss them. Then she/he sums up what was said, structuring the ideas expressed by the group.

The following themes should be approached:

- determining the geographical area in which the search will be conducted
- knowing employers and choosing the most suitable ones for each participant
- how to contact employers and what their hiring methods are
- preparing a checklist for follow-up

N.B. At this point the group leader can suggest and distribute the sample checklist found in CJST documentation.

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Part B

- Content: Using real case histories, the film suggests ways of getting to know oneself and how participants can put them into practice.

Use:

The client understands the role she/he must play in his/her job search and realizes that the labour market has possibilities to offer. What else does she/he need? She/he needs a knowledge of the "product" she/he wants to sell, and that product is his/her own skills. Remember: the prime objective of the client, if she/he wants to get a job, is to obtain an interview with an employer. What counts in the meeting between the client and the employer is the employer's impression of the person in front of him/her. They say the employer makes up his/her mind during the first five minutes of the interview, so it is important to know how to present one's true abilities in the best possible light.

The group leader will invite participants to discuss previous selection interviews they have had with employers. Did they really ask themselves why they were unsuccessful? Do they really know where their approach went wrong? To set the ball rolling, the list of "Forty-eight ways to remain unemployed" may be used.

The image projected by the individual is becoming increasingly important. Using facts and concrete accomplishments she/he must convey an image of effectiveness, a skill that all participants must learn. To do this, the group leader and the participants can begin a self-assessment exercise based on the six questions proposed in the film.

The group leader should also encourage at least five or ten minutes of individual work so that each participant has an opportunity to make a written list of his/her skills. Subsequently, the group leader, using examples taken from these lists, explains how detailed a description of experience or knowledge should be to present one's skills in the best possible light.

(c) Module III: The résumé and the interview

- Content: in this part, workers and employers say what the ideal résumé should contain. Employers then describe what they expect in an interview.

Use:

This module is projected in phase 4 of the session and precedes the discussion on writing résumés and preparing for interviews. In this part of the film, it is suggested that the booklet be used as reference. The film also shows how to write a draft résumé using the examples given in the film and the booklet.

At this point, the participants can be divided up into small working groups of three or four, in which members are to discuss their respective résumés.

These self-portraits, as it were, are criticized by the participants and especially by the group leader from the point of view of form, presentation and content. This is important, because what we are concerned with here is the image that the client wants to convey in a letter or through personal contact.

For his/her part, the group leader will take part in the discussion of each group, ensuring that something is indeed being accomplished. It should be noted that effective participation may present more of a problem if the group is too heterogeneous.

Will the client really use a résumé in his/her job search? For most clients, the answer will be negative. In many cases, it would probably be more realistic to view preparing a résumé as a useful exercise that obliges the individual to take a dispassionate view of him/herself and improves his/her perception of his/her own image. It is clear that some people will use this tool during their job search, especially since sooner or later most clients will have to complete a job application form.

Part of this session can also be devoted to interview role-playing. The group leader (or a participant) plays the role of the employer and another person plays the role of the job seeker. The participants are then asked to discuss the client's behaviour at the interview - the way she/he presented him/herself, his/her self-confidence and the general tenor of the interview. It is clear that this kind of role-playing can be of use both to those who observe the interview and to the actors, since it shows them all the mistakes that can be made during an interview of this kind. The participants can suggest ways of improving interview behaviour and they will be asked by the group leader to consult the material they have already received on this subject.

(d) Module IV: Women and the labour market

- Content: this part of the film presents three case histories of women who re-entered the labour market after a long absence, important aspects of this process and how to succeed.

Use:

This module is intended for a special clientele and takes the place of part (B) of Module II (self-portrait) when the CJST session is held for a group of women who are considering re-entering the labour market after a period of absence. The group leader should focus the participants' attention on skills they may have acquired previously, at home, in voluntary work, and so on. In addition, they should receive special help in developing a confident attitude to their job search by stressing their personal qualifications and talents.

Remarks:

When discussing the résumé, the group leader should point out information that the employer might use to practise discrimination. A client's résumé should contain only information relevant to the job in question. For example, date of birth, marital status, weight and citizenship should not appear unless they form part of the specific requirements for the job.

Theoretical considerations on groups

1. The "creative" approach: a discussion group

The purpose of a discussion group is to identify and explore problems and solutions within a common field of interest, through a process of interaction.

The point of having such groups is that the individual's progress is linked to his/her personal involvement in working toward the group's objectives. In CJST, the subject is, of course, how to find a job, and it is hoped that by sharing their various experiences, participants succeed in improving their job hunting skills.

2. The dimensions of a discussion group:

The discussion group is only one of many ways of gathering individuals around a common activity. It differs from other groups by its goals, its content, the number of participants and the form of interaction that takes place. The leader of the group must be aware of the two most important dimensions of this group: its functional content and the nature of the dynamic interaction process.

(A) Functional content:

In a group, "functional content" means the task to be accomplished, the changes or the learning experience that the participants are to undergo.

Here the dynamic approach coincides with the CJST objectives mentioned in part 1. As shown in Table I, the modules in the film follow very closely the sequence of activities of a CJST session and can be readily used as discussion material.

CJST may be broken down into five phases. Although it is clear that the phases are closely linked, the distinction is made to relate each phase to the appropriate tools or techniques.

TABLE 1

Sequence of the CJST process

PHASES	GOALS OF ANIMATION	FILM MODULES AND SUGGESTED TOOLS
1. Awareness	Making the individual aware of his/her role in the job search. The emphasis is on attitude and on physical and mental fitness.	Film module I: attitudes: this is where the co-ordinator's animation skills really come into play.
2. The world of work	Giving the client a better perception of how the labour market works: - does the client know the labour market? - whom should she/he visit? - to whom should she/he send copies of his/her résumé? - when will she/he be ready to begin his/her job search? - does she/he need help? - whom should she/he consult?	Film module II: Part A: the labour market. The best tool is undoubtedly a good knowledge of the labour market on the part of the group leader. Lists of employers by occupational sector could be made available to participants in the same group. Checklist.
3. Self-appraisal	The participants are helped to discover their true potential. What image does the client project? Does she/he have confidence in what she/he can do? Does she/he have experience selling his/her skills to an employer? How does she/he prepare for an interview?	Film module II: Part B: Self-portrait/self-appraisal questionnaire (or special module: women and the labour market)
4. Developing the tools	This phase actually comes between part one and part two of the session. It is prepared by the two preceding phases and is completed by the next phase. This is the individual work done by each participant.	Film module III: This work (the résumé and the interview) may have various goals: - self-appraisal, to discover one's potential and to prepare for the interview - preparation of résumé or accompanying letter, etc.

TABLE 1

Sequence of the CJST process (cont'd)

PHASES	GOALS OF ANIMATION	FILM MODULES AND SUGGESTED TOOLS
5. Crystallization	The aim of the final phase is to discuss the tools developed during the previous phase and to smooth any rough edges.	- résumé - accompanying letter - interview role-playing
Conclusion	The emphasis here is on the importance of follow-up in a well-planned job search campaign.	

(B) The dynamics of interaction in a group process:

A group is made up of individuals, each of whom, consciously or unconsciously, interacts with the others. This interaction influences the operation of the group and helps or hinders the achievement of the group's objective. In other words, the group is an organic entity with a life of its own. The group leader who knows the major components of a group's dynamics will have a better grasp of how his/her group and the individuals in it function:

(a) Structure and function of the group:

By structure, we mean the organizational model and the structure of influences within a group, i.e. the place occupied by various members within the group. Once this structure is understood, it is possible to clarify the role and the position of each participant in relation to the group, as well as the resulting interaction. As the group leader gains insight into the structure of relationships between the members of the group she/he is able to understand and to anticipate the behaviour of individuals and of the group, making it easier for him to adjust his approach.

In CJST, group means a personal development group that is action- oriented. The group is the step leading up to organized action in the form of systematic job search. The group's organization and structure will depend on the number of participants. If a group is to function properly, it will require a minimum number of individuals who together possess the skills needed to carry out the group's task, while at the same time, individual, social and emotional needs can be met.

By individuals with the skills needed to carry out the group's CJST objectives, we mean people who are ready to enter the labour market. In other words, people who meet minimum skill requirements for occupations that are in demand on the labour market. Let us make one thing perfectly clear. A person does not need a college diploma or a university degree to be able to benefit from CJST. A good salesman, a qualified office clerk, a good cook - all these people will find something of interest in a CJST session because the opportunities are there if they know how to take advantage of them.

Group members have social and emotional needs generated by job search: the need to know oneself and to communicate, the need for self-esteem and self-fulfilment in a satisfying job and the need to feel supported and encouraged in one's efforts. All these needs may be expressed in some way during the session and have an effect on the group process. Since CJST is, first and foremost, a group animation session, the number of participants should preferably not exceed twelve, in order to encourage the participation of each member. In larger groups, shyness, inhibitions and prejudice tend to block personal expression.

Similarly, in a group of less than four or five there may be a total lack of dynamic exchange and participation will also be at a lower level, but this time because of the limited number of participants.

The ideal number for these sessions appears to be a group of from six to twelve. However, there are no hard and fast rules. Smaller groups may exist and function quite satisfactorily - it all depends on the individuals in the group and what they contribute to it.

To evaluate the group's effectiveness in attaining its goals, these goals must have certain qualities, including relevance and clarity, and must be accepted by all.

Relevance means these goals must be related to the raison d'être of the group. CJST is relevant for people who are looking for a job, and improving their approach to this search is a relevant activity.

Clarity means the goals must be easily perceived and understood by all participants. Otherwise, it is not very likely that participants will stay with the group. Finally, the group's goals must be accepted by all and must be freely chosen and in harmony with the more or less clearly expressed individual interests of each participant. This element of free choice is vital. The group cannot achieve its objectives without the voluntary participation of its members. The effectiveness of a group is measured on the basis of its objective, the aspirations of its members and the plan these members propose to follow to reach their goals. This plan must reflect the needs and motivation of the people in the group, if there is to be true participation.

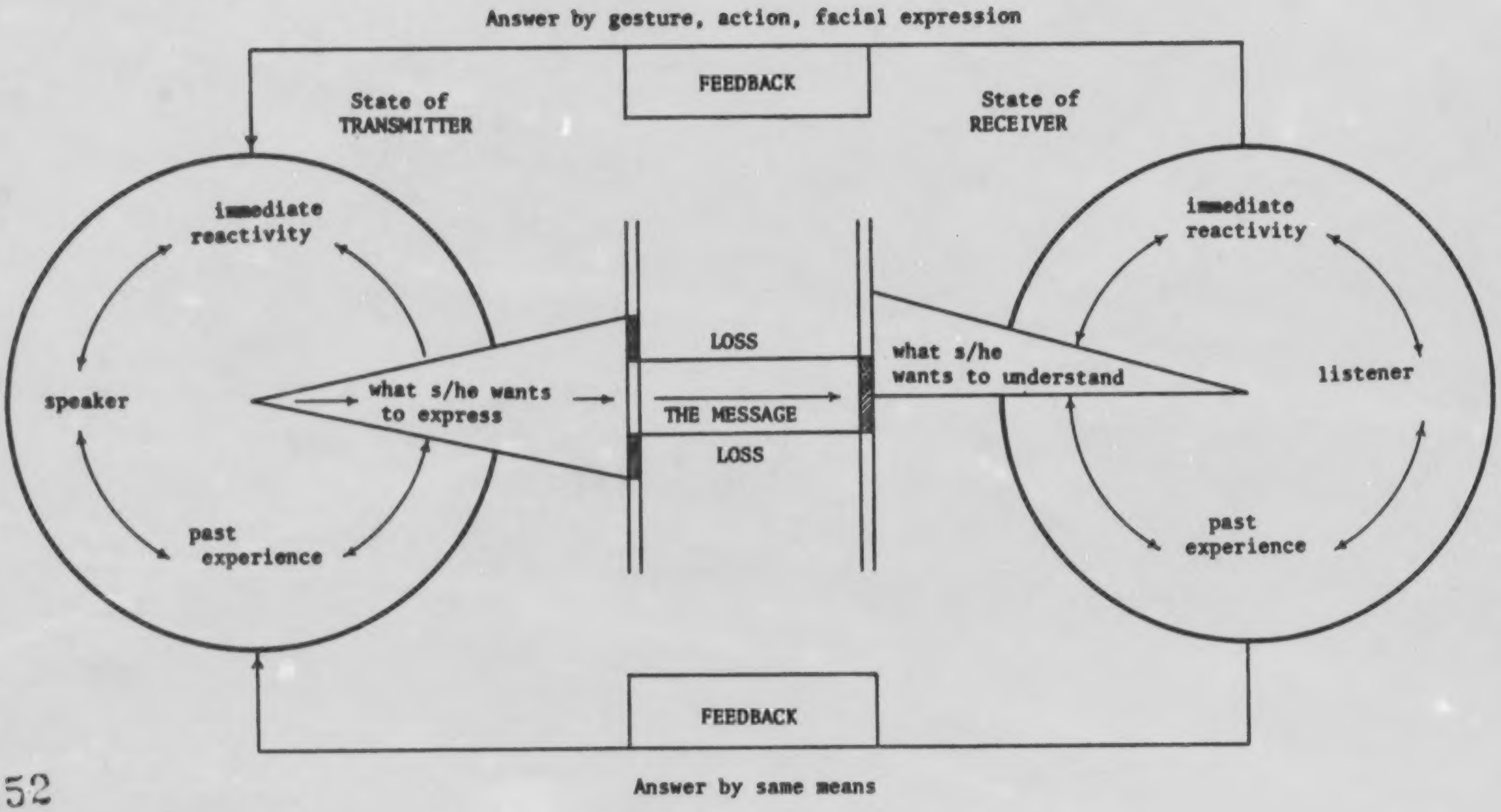
(b) Communication and interaction in the group:

For a group to function effectively and achieve its objectives, it must have effective and satisfying communications. Effective communication refers to the physical process (words, gestures, tone of voice), while satisfying communication refers to the psychosocial process (significance given to gestures and words by the individual). Communication is a combination of physical and psychosocial processes by which one or more persons establish a relationship with a view to attaining certain objectives.

Once communication has taken place and the message is received, we observe that the message has lost much of the original meaning intended by the speaker. In terms of effective expression, the speaker (transmitter) manages to transmit only part of the message (see white area in Table 2).

As for the listener, interference created by his/her immediate environment, his/her expectations and his/her past experience restricts his/her receptivity to the message.

TABLE 2. Diagram of the communication process



Groups are made up of individuals. Each one reacts to the actions of others and influences and is influenced by the course of action of others because, basically, each person is primarily concerned with defending his/her own interests and furthering his/her own development. The formal or informal structure of exchange (words, gestures, language: part of our cultural background), the attitudes or ways of seeing things (a function of one's personal experience) adopted by each individual - all these influence the group's operation and degree of effectiveness. In this context, it is important to identify clearly any barriers likely to hinder the functioning of the group, if they are to be eliminated.

Barriers to communication are created by the subject itself, the personality of the partners, the socio-psychological elements of the situation and of course the physical apparatus carrying the message (Table 3).

Where the message itself is concerned, its form, its purpose, the words, the gestures or the emotions that it expresses, any rhetorical devices used - all of these may create barriers to communication if:

1. we fail to consider our partner's ability to understand his/her skills or his/her cultural milieu

2. we exhaust him/her with messages that are too long, too complex or transmit too many ideas at once

3. we do not take care to use language she/he understands

4. we go beyond the framework of discussion (organization, procedure) established at the outset.

Personality is a factor in communication in the sense that ideas always transmit some of the prejudices and attitudes of the person expressing them. We will often find references to the speaker's own lifestyle and philosophy. It is easy to see how this can become a barrier to communication, if we forget that the person to whom we are speaking has his/her own frame of reference, that colours his/her interpretation of the message. Psychological factors can become serious barriers to communication in terms of attitudes taken by each participant and the roles each one plays in the communication process.

Thus, every message is subject to the constraints and specific circumstances created by the limitations of individuals. Obviously, a message demands precision, clarity and simplicity to be perceived and understood as the speaker intended.

It also means that considerable objectivity and an open mind are required of the individual if she/he is to receive the message and fully understand the speaker's intent.

TABLE 3 Barriers to communication and how to overcome them

SPEAKER	FEEDBACK		LISTENER
Barriers	Corrective measures		Barriers

Content of communication
- ideas expressed
- vocabulary
  - language
- medium
  - gesture
  - picture
  - film
- techniques
  - slide presentation
  - etc.
- context
  - organization
  - procedure, etc.
	- Always have specific ideas
	- Express them clearly, using simple words
	- Choose methods appropriate to the message and to the audience
	- Observe the procedure established by the agenda
		Be available and ready to listen to the other person	**Content of communication**
			- ability to understand
			- threshold of listening tolerance:
			  - fatigue
			  - length
			- manner of expressing oneself

The individual - subjectivity - attitudes - frame of reference	- stick to the facts - keep an open mind - put yourself in the other person's shoes	Take an objective view of one's own manner of seeing and understanding	**The individual** - perception - image of communication - interpretation of communication
Psychosocial factors - status and role - situation	- clearly define status and role in the group - be in control of oneself and the situation - have technical knowledge of the factors	Clarify the situation by questioning the other person	**Psychosocoal factors** - role and status in the group - situation
Transmitter: the **physical apparatus** - sensory problems (deafness, blindness, etc.)	TAKE THIS INTO ACCOUNT		**Receiver** - sensory problems (deafness, blindness, etc.)

COMMUNICATION PROCESS

TABLE 4

Attitudes conducive or inconducive to communication

	NEGATIVE	POSITIVE
(1)	Judgment is prejudiced or arbitrary	Analyses, understands, is open to opinions of others
(2)	Authoritarian: forces questions and advice on others	Respects the freedom of others
(3)	Manipulating attitude: using others to achieve one's own ends	Frankness, sincerity
(4)	Passive attitude: doesn't care and can't be bothered	Dynamic attitude: active participation, personal involvement
(5)	Attitude of superiority: the individual who is totally self-centred	The sense of equality and humility of the individual who knows his/her own strengths and weaknesses
(6)	Dogmatic attitude of the person who thinks she/he knows it all	Willingness to collaborate and to share one's experience

As we have seen, communication is not simply understanding verbal exchanges. It is strongly linked to the individual's perceptual field, his/her needs, values, impressions and fears.

In addition to a knowledge of the barriers to communication, it is essential to identify attitudes that will either stimulate or hinder it. In Table 4, we find the positive and negative attitudes side by side.

(c) Cohesion and strength of a group:

In a group, each individual reacts to the others. His/her beliefs, gestures and emotions are confronted by and compete with those of the other members of the group, because she/he is what she/he is: a human being characterized by his/her background, motivation, emotions, intellectual and cultural development, frame of reference, formal status in society and psychosocial roles.

These various factors, in addition to influencing communication and interaction, can become divisive elements if we consider that the fundamental instinct of the individual is self-preservation and growth. She/he will fight whatever stands in his/her way and support whatever contributes to his/her growth. Similarly, the individual's values, attitudes and role develop and become the driving force of his/her efforts to adapt and express him/herself in a given milieu.

In order to maintain itself and to reach its objectives, a group must have a certain form of cohesiveness, a minimum of unity to be effective. To ensure this adherence to the group and to make the most of the participants' energies, we must know and understand some of the personality variables that may shed new light on the behaviour of individuals in the group. Among these is the process of human adaptation. This brings us to the motivation mechanism, the source of the individual's adaptive energies.

Fundamentally, we find in each individual a constant striving after a state of equilibrium in his/her socio-psychological or physical interactions with his/her milieu. This equilibrium may be disrupted by physical, psychological or social perturbations. These perturbations generate needs and set off a process of adaptation aimed at restoring the balance.

The process of adaptation leading to equilibrium is constant. By establishing the individual's fundamental needs, it is possible to trace the direction and form of the individual's adaptation and the motivational influences of these processes on his/her behaviour within the group.

According to Maslow, the fundamental needs of the individual are:
- physiological (hunger, thirst)
- search for security (the basics of life, a roof over one's

- to love and to be loved
- to achieve complete self-fulfilment
- to know and to understand what is going on around him.

In addition, in a group, behaviour will be coloured by the need to be accepted, to be appreciated and to play a positive role in attaining the group's goals.

Thus, we can extend to the group the principle of equilibrium, which is characteristic of every living organism. If the group answers one or more of the individual's fundamental needs, the individual's adhesion to the group will be stronger and he will invest more of his energies in reaching the group's objectives.

In CJST, the need for security and the need for self-actualization will undoubtedly be the strongest motives for participating in the group's activities. The presence of these needs is essential to maintaining the dynamic process which constitutes a discussion group.

(d) Evolution and productivity of a group:

From a dynamic point of view, it may be said that the group constitutes a disparate entity engaged in a constant search for equilibrium.

The group moves from a state of disequilibrium to a state of equilibrium as it resolves the tensions to which it is subjected. This system can be positive (progress of the group towards its objectives) or negative, depending on the mechanisms by which the group operates and the energies expended to solve personal conflicts. An estimate of a group's productivity can thus be based on the degree of effectiveness of the problem-solving and decision-making processes that the group adopts to reduce negative tension.

On the other hand, the positive tension involved in the group's progress towards its objectives will be all the greater (thus increased productivity) if goals are:

1. relevant, that is, related to the raison d'être of the group
2. clear, that is, easily understood by the individuals in the group
3. accepted, that is, participants have exercised their freedom of choice.

Consequently, we must realize the significance of the individual's motivation to participate in the CJST group sessions.

One of the most remarkable results of CJST is that by getting participants to discover their true potential and the possibility of placing it at the service of an employer, we actually increase their motivation.

However, there is an enormous difference between increasing existing motivation and instilling all its elements in people with their own particular set of values. The first can be done by social animation and consciousness raising which is part of our mandate; the second can be achieved only through difficult group counselling, the application of which does not really fall within the bounds of this discussion. On the other hand, if a client is disadvantaged by a physical, psychological or social handicap which constitutes a real barrier to his/her integration into the labour market even temporarily, the solution to his/her problem must be sought in individual counselling and the application of all available special programs. Creative Job Search Techniques could aggravate a client's problem if its only effect is to dangle before him/her the prospect of a brighter future that, for the time being, still lies beyond his/her grasp.

It is clear that CJST goals must be explained in detail and the assent of all participants must be secured before the session, as such, gets under way, if we are to be assured of the participants' motivation.

(e) Group leadership:

Inasmuch as all members of the group exercise some influence and have some impact upon one another, it can be affirmed that all of them participate in group leadership.

Leadership takes two forms, that exercised by the participants and that by the group leader.

1. The leadership coming from the participants is one in terms of content, the participant putting forth ideas, opinions, suggestions, comments, proposals, information and attitudes regarding:

   (a) the task to be accomplished: enthusiasm, indifference, fear, hesitation, agreement and acceptance or disagreement and refusal, and so forth.

   (b) the organization of the work: is organization adequate, are structures reassuring, are tools adequate?

   (c) oneself and others: competition, confidence, collaboration, hypocrisy, hostility, friendship, esteem, solidarity and so forth.

2. The leadership coming from the group leader is formal and concerns the structuring and dissemination of contributions made by participants. To do this, the group leader:

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- sums up, synthesizes, reformulates, repeats, clarifies, points out connections, helps to identify the problems encountered by the group, concerns himself with the group's progress toward its goal, gives expression to the emotional climate of the group, the feelings of individuals and so forth.

(f) Functions and roles within a group*

A group is organized by differentiating functions within the group. To ensure that these functions are performed, the group members must play the corresponding roles. A role is thus associated with a process but it is also influenced by the personality of the person playing that role. To analyse the role of a group member means first examining the function which she/he has (or has not) actually performed.

Roles can be classified into three groupings:

- roles that facilitate the group's effort to achieve its goals
- roles oriented toward building, maintaining or strengthening the group
- roles that conflict with the above-mentioned functions.

I Group task roles (group activities)

1. Stimulating the group: proposing ideas, making suggestions about the goal, the current problem, procedures, and how to handle difficulties.

2. Seeking information: clarifying suggestions in terms of their pertinence, seeking facts that are relevant to the problem being discussed.

3. Seeking opinions: what do the others think? What are we really talking about here?

4. Giving information: based on one's skill or one's personal experience.

5. Giving one's personal opinion.

6. Reformulating opinions and proposals in order to clarify them.

7. Clarifying and co-ordinating ideas, suggestions and activities.

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* This part is taken from an article by Kenneth D. Benne and Paul Sheats: "Functional Roles of Group Members" in "Journal of Social Issues", 1948, vol. 4, pp. 41-49.

8. Orienting the group or making it aware of its position by summarizing what has occurred, raising questions about what the group is doing, about the direction it is taking.

9. Carrying out a critical examination (evaluation) by subjecting the group's accomplishments to certain standards.

10. Activist role: prodding the group to decision, to do anything at all or something specific.

11. Doing material things for the group: rearranging the seating, ventilation, lighting, tape recording, refreshments, distributing materials and so forth.

12. Role of group secretary: taking notes to ensure a record of the group's activities.

II Group building and maintenance roles

1. The encourager praises, agrees with and accepts the contribution of others, indicates warmth toward them, and in many cases, indicates understanding and acceptance of others' points of view.

2. The harmonizer attempts to reduce the number of differences and disagreements, to relieve tension, pour oil on troubled waters.

3. The compromiser seeks a common ground when a conflict arises in which his/her ideas or position are involved; she/he negotiates, admits his/her error, abandons an argument, modifies his/her position, takes the first step toward re-establishing the cohesiveness of the group.

4. The gate-keeper and expediter keeps communication channels open by facilitating the participation of reluctant members ("We haven't got the ideas of Mr. X yet..."), by regulating the flow of communication, by suggesting that time limits be set.

5. The standard setter expresses standards for the group to achieve or to apply for its self-evaluation.

6. The group-observer and commentator observes and reports on the group's operation.

III Individual needs and "parasite" roles

Some individual needs or roles constitute an obstacle (which must be overcome) to the maintenance or operation of the group.

1. The *aggressor* deflates the status of others, expresses disapproval of the values, acts or feelings of others, attacks the group or the problem the group is working on, shows envy toward another's contribution by trying to take credit for it.

2. The *blocker* is negativistic, opposes or resists without reason, tries to question issues that have already been decided upon or to bring up old problems.

3. The *recognition-seeker* works to call attention to him/herself through boasting, reporting on personal achievements, acting in unusual ways, struggling to prevent his/her being placed in an "inferior" position.

4. The *self-confessor* uses the audience opportunity which the group setting provides to express personal, non-group oriented "feelings", "ideas", and opinions.

5. The *"playboy/girl"* is always joking and flaunts his/her lack of interest in the group. This lack of involvement may take the form of cynicism, nonchalance, horseplay and other "out of field" behaviour: she/he doesn't miss a chance to show everyone that she/he is not "playing the game".

6. The *dominator* tries to assert authority or superiority by "manipulating" the group or certain members of the group. This manipulation can take the form of flattery, of asserting a superior status, or drawing attention to himself by giving directions authoritatively, by interrupting others.

7. The *help-seeker* attempts to call forth help and "sympathy" from other group members or from the whole group by confessing his/her insecurity, personal confusion, depreciation of him/herself beyond reason.

8. The *special interest pleader* defends interests that are often unrelated to the group, such as the "small businessman", the "housewife", "labour", and so forth: she/he generally gets caught up in his/her prejudices, which distort his/her views of the opinions of others.

THE FUNCTIONS OF A GROUP LEADER

During a session, the role of the group leader is important. She/he has many functions, which may be classified in terms of the three dimensions of a group:

1 - the content of the session
2 - the participants taken as individuals
3 - the group as an independent entity.

1. Function with regard to content:

(a) At the beginning of the session, the group leader:

1 sets out the theme of the session
2 determines the goal
3 suggests a way of reaching the goal.

Note: The main point is to set a clear and specific objective so that the group's progress can be measured at any time. Have only one objective in view at a time. (Example: Helping improve a job search activity.)

- A session can be prepared even if all developments cannot be foreseen. This could be merely mental preparation, getting into a frame of mind conducive to discussion by clearing one's mind of other concerns.

- The use of a blackboard or a flip-chart is strongly advised to provide a visual outline of the session and the main ideas of the group. This will help the group to understand how it should develop. However, abuse of these tools naturally reduces their effectiveness.

(b) During the session:

The functions of the group leader are to:

- see that the schedule is observed.
- provide a regular update of the group's progress toward its objective; this has a positive psychological effect on the participants, who can derive satisfaction from the work they have done and are motivated to continue.
- to formulate syntheses of discussions in order to extract the main points and to prepare the next step.
- most importantly, the group leader must never lose sight of the group's objective; he must remind the group constantly of that objective and help discussions to arrive at a logical conclusion.

The group leader must bear in mind the limits of the abilities of group members. He must see to it that the discussion remains within these limits.

2. Functions in terms of the participants as individuals:

(a) The group leader must ensure that each participant's pace is given consideration - the person who thinks on his/her feet and the person who requires silence to better structure his/her thoughts.

(b) The group leader must encourage each participant to make a contribution to the best of his ability, drawing out those who are hesitant to speak up and restraining those who talk too much.

(c) An important function of the group leader is to ensure before the session is held that each individual can contribute to reaching the goals of the session.

(d) With respect to individuals, the group leader is responsible for provoking discussions (getting them started) and thought (silence, listening), alternating with illustrations. She/he must know when to schedule rest periods so as not to deplete too rapidly the participants' physical and mental energy.

It is clear that the group leader's job is not an easy one and requires constant attention to what is being said and who is saying it.

3. Functions in terms of the group as an "entity":

Here the group leader acts as the "mirror" of the group. She/he must "reflect" the situation. She/he is also like a safety valve that helps maintain production speed. She/he must be very sensitive to changes in mood and take the group's pulse regularly or as required. The suggestion procedure for taking stock of the situation is that of going around the table, so that everyone can give his/her opinion on how the session is coming along.

The group leader can then more easily react to the group's needs or refocus discussion on the original objective.

This will also prevent the group's activities from being obstructed by a few stubborn individuals. The group leader could assign specific roles to participants who are acting in this way. (Example: making them write on the chalkboard)

As you can see, the group leader's job is no sinecure. It is not impossible, but it is very demanding.

The Characteristics of the Group Leader

Considering his/her functions, the group leader is a dynamic person demonstrating:

(1) A positive mental attitude toward the possibility of integrating clients into the labour market.

(2) A good ability to adapt enabling him/her to be one with the group.

(3) An ability to diagnose participants' needs.

(4) Optimism.

(5) A good ability to express him/herself verbally.

(6) A natural aptitude for summarizing to help members of the group assess their progress.

(7) An empathetic, respectful and concerned attitude, toward the group's progress.

(8) A capacity for self-criticism enabling him/her to constantly reassess his/her role and the quality of his/her contribution.

(9) A definite leadership quality.

(10) A genuine, down-to-earth attitude.

Stimulus:

Eric was becoming discouraged; at the same time, he was becoming alarmed. He had been looking for a job for weeks without success, and it was apparent that he would be in trouble if he didn't find a job soon.

The first few times that Eric had received those polite letters and telephone calls saying "Sorry. Thank you for your interest...", it had hurt, it was true, but he shrugged them off, telling himself that he couldn't expect to succeed on the very first try or so. But, it kept up like that. Now, Eric was beginning to wonder whether there was something wrong with him and whether everyone who could help him was against him. Even on the one or two occasions when friends had tipped him off about available jobs, his efforts to get one hadn't worked out; and he'd thought that he'd had an inside track!

Each day, Eric would scan the "Help Wanted" section of the newspaper and from time to time he would drop into the local Canada Employment Centre to see whether there was anything available. When he came across something that looked like a possibility, he usually phoned to ask for an interview. Sometimes, he wouldn't even be given an interview; how could they tell whether they could use him when they didn't even know much about him? Those times were the most frustrating, and sometimes he became angry and shouted at the people who refused him interviews; he yelled about it not being fair and demanded to know why no one would give him a break. A couple of times, he even pleaded for an interview. Oh, he knew that these things were mistakes, but politeness hadn't got him anywhere and he was having trouble keeping his frustration inside anymore. At the beginning, when he would be told that a position had been filled, he chalked it up as bad luck. To Eric, looking for a job was like looking for an apartment: if he didn't get there fast enough, there was nothing he could do about it and it was nobody's fault; but if it was still there and he liked it, he thought he should be given it. Those "sorry, it's taken" replies were getting suspiciously frequent.

It wasn't as if Eric was being picky about the job he wanted; he would do anything. He wasn't sure he *could* do anything, but he reasoned that if he just could get his foot in the door somewhere, he would learn. In the meantime, he wanted his usefulness to employers to seem as wide as possible.

The number of jobs advertised seemed small to Eric. After all, this is a pretty large town and you'd think that anyone who had a job open would advertise it. Some companies must be so good to work for, Eric decided, that they never fire anyone and almost nobody ever quits or takes jobs elsewhere. Eric sure wished that he could get at those employers, if he could only find them. If only someone would retire or die or something, then there'd be an ad! That's the only way he'd be able to find those employers.

When Eric applied for a job in writing, he would mention the ad, ask for an interview and list the last couple of jobs he'd had. He wrote almost the same thing each time, which seemed good to Eric because it meant that he had organized things so that he had a standard approach. That was all he needed; sometimes he would be asked for a copy of his résumé, but Eric figured that his case was too straight-forward and that there wasn't much that needed to be said - anything that an employer wanted to know could be asked at the interview. Anyway, he'd already listed his old jobs in his letter.

When Eric was asked to an interview, he was ecstatic; it was a certain sign of success, since interviews seemed to be so hard to get. He'd tell himself, "This time I'm going to get the job! I'm finally going to get my break, I can feel it!" Then, he'd remember some of the other interviews he'd had recently: no one had offered him a job and the interviews had been short and sometimes even curt, as if the interviewers had been trying to get it over with. Eric had to admit to himself that he was nervous in interviews - he didn't want to say anything that might cause him to be turned down. Consequently, he answered the questions briefly and hesitantly, perspiring the whole time. Some of the questions that were asked came as complete surprises to Eric and he didn't know how to begin to answer them; or else they seemed very simple and called for obvious answers. He would be asked things like "Why do you think you'd like to work for us?" - well, of course, he needed a job; or "What do you like to do with your free time?" - Eric couldn't understand what that had to do with whether or not he got the job; or "What do you know about our company?" - Eric expected to find that out if he was hired; or "What are your long-range career goals?" - Eric could only think of always having a job and making good money.

Eric was always told that the employer would be in touch in a few days, and they usually did call him; but the news was always bad. Anyway, Eric usually could tell right away that his chances weren't good: he knew his nervousness didn't help him and the interviewers were always indifferent, although polite; he heard "Sorry" when they said "We'll call you."

You'd think from the number of jobs he'd applied for that he'd land one of them. Just one, that's all he needed. You'd think someone would take kindly to him...

Questions:

1. What issues does this story suggest as being important to an effective job search?

2. What was Eric doing wrong that was making his job search so difficult?

3. What was Eric doing that might have helped his job search?

CREATIVE JOB SEARCH TECHNIQUE

GROUP LEADER'S ROLE	STRATEGY
- breaks ice, puts participants at ease	- asks each participant to introduce himself/herself, occupation - encourages each participant to express views freely - recognizes position of each participant in the group to anticipate behaviour, adjust approach, facilitate participation by individuals - is sensitive to emotional climate in group, dissipates tension and apprehension
- establishes goals and basis for discussion	- asks participants what they expect from session - recognizes stated and unstated needs of participants - asks group to define common goal - explains that participants can help each other help themselves by exchanging ideas - recognizes and promotes relevance, clarity and commonness of goal(s) - maintains free choice of goal(s)
- catalyst for discussion	- presents written, oral and/or audio-visual stimuli: examples of job search attitudes, approaches, tools, etc. - asks questions on stimuli and makes suggestions - recognizes and draws out what each participant has to offer to discussion - provides support and encouragement for each participant's ability to contribute to discussion
- guides progress of discussions in general framework	- recognizes tangents, anecdotes and subjectivity; asks questions, makes suggestions, calls for view of other participants to point discussion in direction of goal(s)

GROUP LEADER'S ROLE	STRATEGY
- guides progress of discussions in general framework	- summarizes discussion to structure ideas and permit introduction of next topic - provides updates of progress to promote satisfaction with what has been accomplished and motivation to continue
- maintains cohesiveness of group and cooperation in working towards goal(s)	- recognizes motivating needs of individuals (e.g. security, self-actualization, respect of others) to ensure that the group will meet those needs
- establishes goals and basis for discussion	- promotes respect for ideas and contributions of each individual in group - recognizes conflict that may be damaging to self-esteem of individuals or disruptive of progress of group and proposes compromises and solutions - ensures that each participant's pace is given consideration
- facilitates communication	- recognizes communication barriers, asks questions, restates ideas to clarify - recognizes each participant's limitations for and context of expression and understanding to help communication and interpretation of messages - promotes objective view of one's context of expression and understanding - promotes simple and clear expression - promotes open-mindedness and consciousness of other people's frames of reference - promotes compromise in conflicting ideas - points out connections between ideas

GROUP LEADER'S ROLE	STRATEGY
- encourages creative, independent and sustained action toward goal(s)	- provides support and encouragement for each participant's ability to find satisfying work - is non-directive, allowing participants to learn from each other and assess ideas for themselves
- source of information on labour market	- prompts suggestions of information needed and possible sources - answers specific questions - offers information on services available in CECs - gives advice on best way of organizing résumés, etc.
- encourages awareness of potential and positive approach to job search	- asks participants to describe activities in terms of the experience and abilities they demonstrate - asks questions - promotes attitude that everyone has something to offer in the labour market
- encourages self-analysis	- introduces examples of job searches that could be improved - asks participants why they might have been unsuccessful in past interviews

SEQUENCES OF THE CJST PROCESS

PHASES	GOALS OF LEADER	SUGGESTED TOOLS	NEEDS TO BE MET
1. Sensitization	Knowledge of the group, statement of the objectives of the meeting, verification of expectations, establishment of the rules of the game. Awareness by the individual of his own role in the job search. Throughout emphasis is placed on the importance of attitude and on physical and mental fitness.	This is where the group leader's skills really come into play.	To facilitate personal contacts
2. Information	Giving the client a better perception of how the labour market works: - does the client know the labour market? - who should he/she visit? - to whom should he/she send copies of his/her résumé? - when will he/she be ready to begin his/her job search? - does he/she need help? - whom should he/she consult?	The best tool is undoubtedly a good knowledge of the labour market on the part of the group leader. Lists of employers by occupational sector could be made available to participants in the same group. Checklist	FACTUAL KNOWLEDGE

PHASES	GOALS OF LEADER	SUGGESTED TOOLS	NEEDS TO BE MET
3. Introspection Self-knowledge	The participants are helped to discover their true potential. What image does the client project? Does he/she have confidence in what he/she can do? Does he/she have experience selling his/her skills to an employer? How does he/she prepare for an interview?	Self-portrait/or self-appraisal questionnaire (none is official) An account of the experiences of the participants	KNOW-HOW
	END OF THE FIRST SESSION		
4. Application	The phase is partially between the first and second session. It is prepared by the preceding phase (first session) and is completed in the next phase (second session) and involves the individual work done by each participant usually at home. It is concerned mainly with discovering the path to take in one's job search and what major changes should be made.	This phase may be concentrated on various objectives (such as the résumé and the interview). - self appraisal, to discover one's potential and to prepare for the interview. - preparation of résumé or introductory letter. (For those who do not need these tools, in their job search, we suggest that they write a draft form of a résumé for their own use as this will aid them in knowing themselves better thus making them better prepared for the interview.) The booklet "CJST is 1,2,3".	

PHASES	GOALS OF LEADER	SUGGESTED TOOLS	NEEDS TO BE MET
	This phase must be initiated at the end of the first session, and will be completed during the second session. The group leader gives a general idea of a hiring interview and of the importance of this interview in the job search. He/she organizes role-plays in which people learn how to behave and to develop significant responses to the interviewer.		
	The CJST manual suggests questions frequently asked in interviews. Each person ought to be able to answer these questions spontaneously before reporting to an employer.	Booklet "CJST is 1,2,3"	
5. Crystallization	The aim of this final phase is to ensure that the clients fully understand how to use the tools and skills that they have developed during the previous phases. It also provides the clients the opportunity to make any necessary improvements to these tools.	- résumé - introductory letter - interview role-playing - visit and explanation of the function of the Job Bank.	ATTITUDE
Conclusion	Establishment of a timetable of steps to be taken. The emphasis here is on the importance of follow-up in a well-planned job search campaign.		

SECTION V: CHOICES

Description: CHOICES is a computerized system for helping users to relate self-knowledge to the world of work. Clients' characteristics, likes and dislikes are matched with occupations; information about occupations can be accessed in a variety of ways that are otherwise very tedious and time-consuming; and information about post-secondary education and training institutions and programs can be accessed. Because CHOICES is computerized, it performs various sophisticated operations and data manipulations (e.g. searches, comparisons) in a matter of seconds.

Make-up of CHOICES: CHOICES has six components as follows:

1. CHOICES Travel Guide - a worksheet completed by clients in preparation for their interactions with the computer; here they record their choices of factors to describe themselves and the kinds of work they'd like, the routes they wish to follow in using the system's store of information, and the order of importance to them of different topics and factors.

2. A Handbook of CHOICES - a booklet that explains CHOICES, its purposes and the ways in which it can be used by clients and helps clients to make decisions about factors that are important to them in their future work and that accurately describe them and their needs. This Handbook is very readable and entertaining for easy use.

3. The Terminal - a keyboard by means of which clients converse with the computer to find occupations that meet their requirements and to gather occupational information. The terminal provides clients with a permanent record of their conversations in the form of a print-out.

4. CHOICES Counsellor's Manual - a reference book that provides counsellors with information about the contents and structure of CHOICES: topics and factors; the routes by which information can be accessed, their computer logic, how to use them, appropriate users for each and appropriate counselling tips; how to converse with CHOICES; counselling with CHOICES, including sample interviews; follow-up strategies; assorted practical considerations in implementing CHOICES; and technical procedures.

5. CHOICES Master List of Occupations - a booklet that lists the 1000 primary occupations in CHOICES in numerical order of their occupation codes and in alphabetical order of their titles. These lists allow clients to match occupation titles with their codes, which are required to communicate with the computer about particular occupations, and to find CHOICES occupations that are of the same general kind as others (i.e. same CCDO Major Group).

6. CHOICES Master List of Factors - a listing of the 1000 CHOICES primary occupations, showing a coded profile for each according to the topics and factors used in CHOICES (except Work Summaries, Similar Occupations and Key Tasks). Clients can use these tables to compare their own profiles with those of given CHOICES occupations and to find specific information about given occupations without using the terminal - this saves terminal time and is a faster way of finding certain kinds of information.

How CHOICES Works:

Once the counsellor has determined that the client can benefit from CHOICES, s/he introduces the system and shows the client how to prepare for an interaction with the computer terminal. This preparation consists of completing the CHOICES Travel Guide in order to identify the occupational factors that are important to the client and describe the client and his/her needs accurately; this includes indicating, for each of fifteen topics, the factors that are "musts", those that the client prefers, those that must be avoided and those that the client would prefer to avoid. On the Travel Guide, the client also indicates the route(s) that s/he wishes to use in accessing CHOICES, any occupations in which s/he already is interested and the order in which s/he wishes to examine the various occupational topics according to their relative importance to him/her. The completion of the Travel Guide is done with the help of the Handbook of CHOICES, which explains the routes, topics and factors so that the client can make decisions about them.

When completing the Travel Guide, clients choose and make decisions about factors in the following topics: Interests, Aptitudes, Temperaments, Education Level, Environmental Conditions, Future Outlook, Earnings, Hours of Work/Travel, Physical Demands, Physical Activities, Inside/Outside Considerations, Occupational Fields, Training Required, Summary of Work and Similar Occupations. They also decide which of the following routes they wish to use at the terminal: Explore (finding occupations that fit the client's factor choices), Specific (finding information about specific occupations according to selected topics), Compare (simultaneously comparing two or three occupations according to selected topics) and Related (finding occupations that are related to ones already chosen according to selected topics). See "A Handbook of CHOICES" and the "CHOICES Counsellor's Manual" for detailed explanations of the routes, topics and factors that are used in CHOICES.

After completing the Travel Guide, the client goes over his/her objectives and self-assessment with the counsellor. Choices of topics and factors are clarified and confirmed; contradictory factor choices are identified and, if appropriate, altered; the client's priorization of topics is checked; and the client is prepared for what s/he will encounter when using the terminal.

The client is then shown how to use the terminal. Following instructions given by the terminal, the client accesses information according to the decisions and plans that s/he made when completing the Travel Guide. This is done by answering questions that usually call for a YES-NO answer or choices from among numbered alternatives. The computer provides occupational information according to the client's responses and the route(s) being used.

After the client has finished using the terminal, another discussion between him/her and the counsellor takes place to examine the client's printout, draw conclusions and formulate follow-up plans.

(The above description of how CHOICES works refers to the Occupations File, in which one accesses data on occupations. A similar process applies to the Institutions File - to be made available later than the Occupations File - in which one accesses information about post-secondary education and training institutions and programs, instead of about occupations.)

Purpose and Role of CHOICES in the Career Counselling Progression:

CHOICES fulfills the first two stages of the counselling progression: (a) self-assessment and identification of possibly suitable occupations, and (b) exploring occupational alternatives in order to make decisions and plans about occupations. The self-assessment is done by completing the Travel Guide in preparation for using the Occupations File. The identification of possibly suitable occupations is accomplished by means of the Explore Route (Occupations File). Once the user has some occupational possibilities, others can be found through the Related Route and the Similar Occupations Topic of the Compare Route, but these are likely to be suitable for the user only in very limited respects and they require extensive additional exploration. The exploration of occupational alternatives is carried out, at least in part, through the Specific, Compare and Related Routes of the Occupations File. The Institutions File also can be used as part of that exploration, but it is more important when making plans about education and training to implement an occupational decision that has already been made. Thus, CHOICES prepares users for the third stage of the progression, employability assessment, and the fourth stage, job search.

Note that it is possible for users to fulfill only the second stage of the progression using CHOICES if they come to the system with some occupational alternatives in mind. Furthermore, other sources (e.g. Careers Canada, CCDO, etc.) can be used to supplement CHOICES in fulfilling the second stage.

CHOICES - BACKGROUND

The development of CHOICES was carried out by the Occupational and Career Analysis and Development Branch of the Canada Employment and Immigration Commission. Work started in early 1976 and, by October 1977, the system was ready to be piloted.

The first pilot took place in British Columbia and consisted of fifteen terminals. These terminals were distributed in a way that would permit the system to be tried in a variety of settings and with several kinds of users. Sites included Canada Manpower Centres, Youth Employment Centres, Career Action for Youth Centres, community colleges and secondary schools. An additional four terminals were located in Alberta Career Centres, the Edmonton Canada Manpower Centre and the Calgary Youth Employment Centre.

In February 1978, four terminals went into operation in New Brunswick, including the first one to try out the system in French. A further eleven terminals were established in Ontario in March 1978. Meanwhile, the pilot sites in the West were phased out, except for the Career Action for Youth Centre in Vancouver.

In May 1978, counsellors who had worked with CHOICES in the pilots were debriefed concerning their experiences using the system with clients. From these sessions, refinements and additions to the system were generated. CHOICES was not operational between May 1978 and April 1979, while these improvements were being incorporated.

The revised system was inaugurated on April 1, 1979 with a network of fifty terminals across Canada. At the same time, plans were under way to expand the network. Refinements continued to be built into the system in response to the needs and suggestions of counsellors in the field. The incorporation of such modifications and additions is an on-going process.

CHOICES DATA BASE

The data base in CHOICES was obtained from the following sources:

Occupations File:

The Global Data (interests, aptitudes, temperaments, environmental conditions, physical demands, physical activities, inside-outside factors, occupational fields, summary of work, similar occupations) were based on ratings in the Canadian Classification and Dictionary of Occupations (CCDO). New ratings were done especially for CHOICES for interests, aptitudes and temperaments, which are not shown in the CCDO at the 7-digit individual occupation level.

The Sub-global Data (education levels, earnings, future outlook, training required), which vary from province to province, were based on research carried out for the Careers Provinces series. For 450 occupations that were not in the Careers Provinces series, research was carried out, using sources such as the CCDO, Labour Canada, Unemployment Insurance labour market surveys, Statistics Canada, FOIL and COFOR.

Institutions File:

Both programme and institutional data were obtained by means of a special survey of approximately 800 post-secondary institutions. This information will be kept up-to-date by the institutions, which will simply make modifications to annual summaries of the information on file about them and their programmes.

CHOICES

1. The Need for CHOICES

Each year, over half a million youth entering the labour force come to Canada Employment Centres seeking employment, training, counselling and labour market information. Many are adolescent drop-outs without career plans, concrete goals, or much understanding of the world of work. Steadily rising female participation rates result in large numbers of women re-entering the labour force after extended periods of absence, frequently uncertain about appropriate training and new careers. These groups and others, who must make mid-career changes because their present skills are surplus to requirements, are prime users of federal training resources. While some have well developed plans, a very large number - at least a quarter of a million each year - do not. Of necessity, many tend to become the wanderers and flounderers of the labour market, sampling training courses and jobs until they find a niche.

This process is costly and wasteful. Quite aside from the individual problems and dissatisfaction resulting, the process results in unnecessary turnover and job-hopping, wastage of public and private training funds through multiple courses and drop-outs, and is a significant contributor to Canada's high level of frictional unemployment amongst the many who are not career-established. Research in Germany, the United States and Canada has shown that the development of the labour market goals can be achieved either through a considerable process of trial and error or through the provision of detailed occupational information and counselling, adequately tailored to the individual needs.

The benefits of provision of such information and counselling have long been realized. Canada, through the CEIC, has been a leader in the development of occupational information. Over the past twelve years, the Commission has been developing occupational classification and vocational information systems and materials, including the Canadian Classification and Dictionary of Occupations, labour market forecasts, wage rate data, occupational analyses and the Careers Canada and Careers Provinces series.

The result has been the accumulation of masses of occupational and labour market information. With this major development nearly completed, the problem has largely shifted from the accumulation of information to its effective delivery to individuals.

In 1975, the Commission commenced an international search for an appropriate delivery vehicle. A major study of existing developments and prototypes showed one of the more effective vehicles is a computer terminal, easily useable by clients, which could sort immense amounts of information, present the portions pertinent to each individual, structure their exploration of alternative occupations and provide them immediately with a resulting list of possible occupations. The system developed, called CHOICES, is uniquely Canadian, well within the limits of technology, but perceived to be in advance of existing computer-based occupational information systems in the United States and elsewhere.

2. CHOICES: What it is and how it works

CHOICES is an interactive computerized career information system which provides immediate answers, in the format of a personalized conversation, to a wide range of questions regarding the labour market.

The CHOICES Occupations File contains extensive information on over 1000 occupations based on data collected for the Careers Provinces series of occupational monographs. Topics include descriptions of work performed, interests, aptitudes, physical demands, physical activities, temperaments, data-people-things relationships, educational and training requirements, environmental conditions, earnings, future outlook and hours of work. There is a separate occupational data file for each province and territory. The occupations covered in CHOICES have been chosen to represent the work of about 90% of the labour force.

The Institutions File when completed will provide information on all Canadian universities, colleges, technical institutes and vocational/trade schools, as well as CMTP and apprenticeship programmes. These data can be explored via a variety of routes including name, size and location of the institution, programmes offered, admission requirements, success rates, tuition, availability of financial aid, language of instruction and telephone numbers for further information.

The individual sits at a simple typewriter-like terminal and reviews possibilities by responding to simple questions respecting his/her situation, education, income desires, interests, aptitudes, etc. The sorting progressively reduces the number of occupational possibilities, producing a list of occupational proposals for consideration. The flexible programming permits alteration of responses - if, for instance, unrealistic income expectations reduce possibilities drastically, the individual can alter requirements and set more realistic goals. The computer provides a full printed description of the occupations selected for consideration.

The EXPLORE feature of CHOICES allows people to express their needs in terms such as the following: "I'm not sure what occupations or training pattern most suits my needs, but I want to work in a job paying at least $15,000, requiring not more than grade 11 education, where the work is indoors in a dust-free environment (I have asthma), and I don't have to stand for long periods (I have varicose veins), where I can communicate intensively with people, take advantage of my above-average numerical and verbal skills and avoid shift work and travelling. If training is required, I would prefer it to be in French, to last not more than 6 months, to cost not more than $200, and to be part-time so I can work during the days. Also it has to be something I can enter with my 58% average from grade 11, bearing in mind that I failed biology and history. What occupations might I consider and where might I receive suitable training?"

The career search parameters expressed by this client could require countless hours of research by a counsellor in order to provide complete answers. CHOICES provides answers to these, and a wide range of additional questions, in a few minutes of conversation between the computer and this client, while the counsellor is working with another client.

The system has been designed to be entirely user-operable. Users who know nothing about computers can approach a CHOICES terminal and, within moments, be engaged comfortably, unassisted, in a direct conversation, in English or French, with the computer in exploring their career options.

In addition to the EXPLORE feature in both the Occupations and Institutions Files, there are SPECIFIC INFORMATION, COMPARE, RELATED, and WHY NOT? features. The first three of these allow users to obtain whatever information they wish on any occupation, institution or training programme, to compare several occupations or institutions simultaneously, and to find all occupations or institutions related to a given occupation or institution on parameters selected by the client. If the computer does not recommend an occupation, institution or programme which the user had been considering prior to the interaction, the WHY NOT? feature will explain why it was excluded. (Perhaps the user wants too much money, has insufficient education, etc.).

3. The Impact of CHOICES

Over half of the nearly 500,000 young people who leave school each year in Canada have either made no decision at all about the type of work they want to do, or have chosen inappropriately. This indecision significantly contributes to the early labour force instability of this large group of people and is costly in several respects. The majority of them switch from one job to another for their first few years in the labour market, in an effort to find the "right" job. Before many find this "right" job they become trapped, usually because of domestic and financial responsibilities, in work with which they are not particularly satisfied. This may well adversely affect their productivity.

This "job-hopping syndrome" can be costly, not only to the individual, but to society in general. Employers are less inclined to hire young people because they frequently incur substantial training costs only to find that, shortly after these people have been trained to a productive level, they quit to try to find a "better" job. Between each of their relatively short periods of employment, these people are usually obtaining unemployment insurance benefits and registering for placement assistance with Canada Employment Centres. An option available is training assistance, but without clear long-range career goals, monies invested in training them is frequently wasted. Many drop out of training programmes because they enter them aimlessly without a well thought-out career plan.

Though problems related to career floundering are serious for young people, they are not unique to the youth segment of our population. Many people who have had experience in the labour force, often of long duration, have never reached any firm decisions on the type of work they would most like to be doing, and, therefore, either continue to shift from job to job, or endure dissatisfaction which one might expect to affect their productivity adversely. In addition, women returning to the labour force after several years absence while they raised children, people displaced by lay-offs or the introduction of new labour saving technologies, and others, in many cases require extensive assistance in deciding where they may best fit in the labour force.

Many people, if not most, do not know how to systematically make effective decisions regarding their careers, and they do not have access to sufficiently good information upon which to base their decisions. However, hundreds of thousands of these people come to CEC's each year for just such assistance. Moreover, they can't be expected to know everything about thousands of occupations and education and training options available in Canada, nor can CEIC counsellors. CHOICES provides this automated library, and with it innovative ways of accessing its stored information which are not possible in normal print or other media materials. In less than a second, CHOICES can tell a client how many Ontario occupations will pay $15,000 per year while not requiring more than grade 11 education. In less than a second, it can search a file of over 45,000 programme offerings to identify those offered in French with tuition not exceeding $200 with training in Ontario, Quebec or Manitoba. No counsellor or client alone can do this. CHOICES efficiently handles data storage and retrieval, leaving counsellors substantially more time to do actual counselling, without increasing their workloads.

4. Counselling With CHOICES

It is important to realize that, while CHOICES can remember and produce more occupational information than any human can, the regurgitating of data is not counselling. The counsellor provides the human element which is invaluable to the client in assessing alternatives and making career decisions.

In effect, CHOICES is a three-step counselling process:

i. Pre-interaction

Clients who may be expected to benefit from an interaction with CHOICES will be given a preliminary briefing of a half-hour or less by an employment counsellor, individually or in a group. The counsellor explains what the client has to know about himself in order to talk to the computer. Each client is then given a CHOICES Travel Guide. Working on his own time, the client plots his individual profile of interests, aptitudes, education and other factors, with the help of a simple Handbook. With this profile completed, he can sit down at the computer terminal and begin his "conversation".

ii. At the terminal

A clerk or counselling assistant can teach a client the mechanical features necessary to converse with CHOICES in a few minutes. Apart from typing his own first name, a client has to type only numbers, or Y for "yes" and N for "no". CHOICES addresses him by name, welcomes him to the system and asks him closed questions or gives him choices of next steps for which he types only a number in reply. An employment counsellor is normally not needed to help a client at the terminal.

iii. Post-interaction

At the end of his time at the terminal, the client takes his computer print-out of the interaction to the employment counsellor. The counsellor has to check the print-out, discuss its message with the client, ensure that the client understands the implications of the computer's message, and help the client make a plan of action on what to do next. A new feature of CHOICES, now being developed, is a summary print-out which will enable a counsellor to spot the key points of the conversation immediately, thus enabling him to give the client the personal counselling he needs for his particular situation without having to read through the entire print-out.

The combination of good counselling and a sophisticated information search and retrieval is an effective counselling approach. The computer makes up for human limitations in knowing and keeping in mind a vast quantity of occupational information, while the counsellor compensates for the computer's inability to feel, understand, innovate and interpret. And, as one counsellor has remarked about CHOICES:

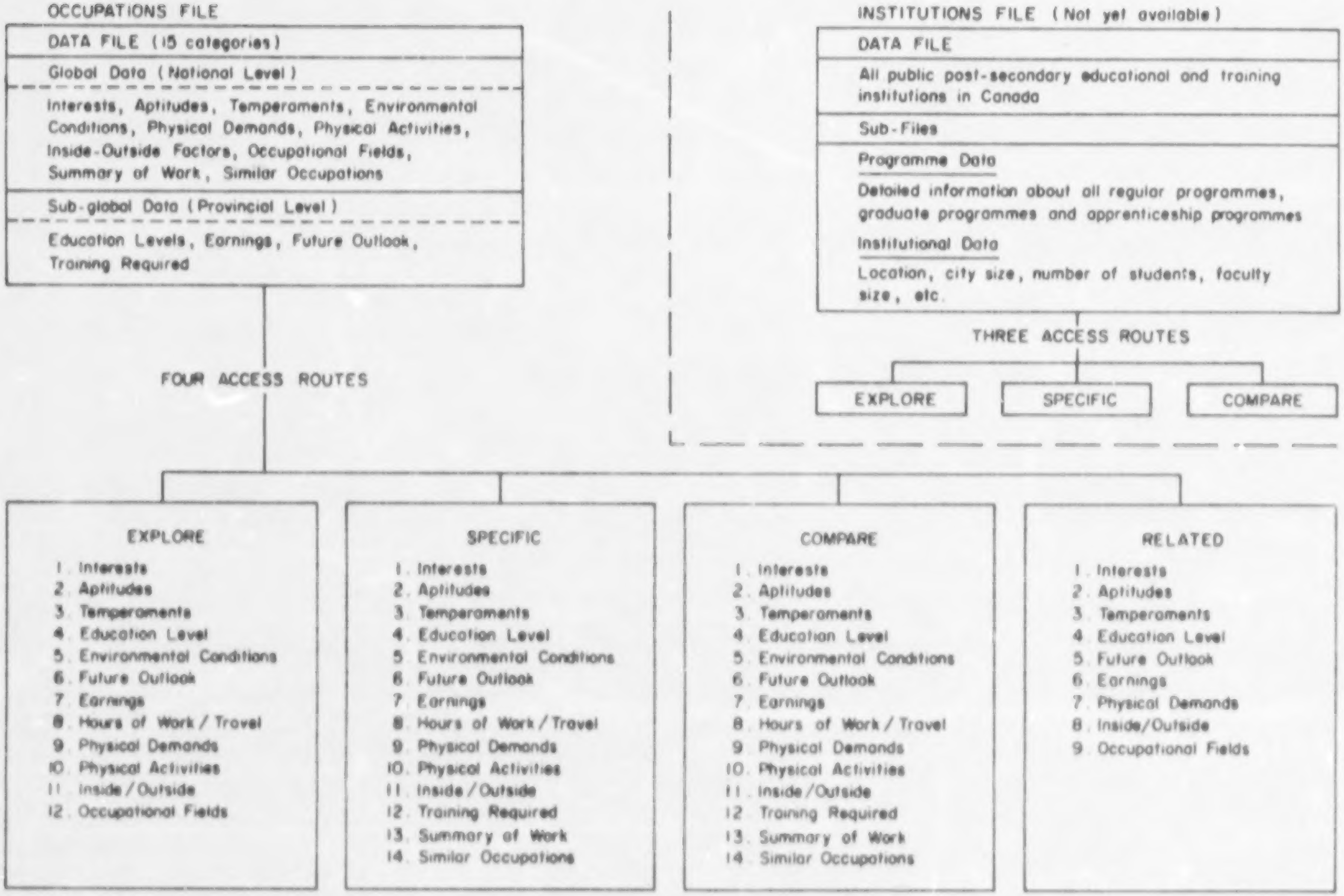
> CHOICES is a very valuable tool, but it should be used with care. Your decision to make pre- and post-counselling a prerequisite to the use of the system is very wise. For the student, the machine can be authoritarian because it asks questions and it gives the impression of sureness -- the answers are immediate and "right".

Indeed, CHOICES is not always "right". A computer's responses can never be more accurate than the information it is given by users. CHOICES is unlikely to suggest suitable occupations if the client gives it inaccurate interest preferences or aptitude estimates. Yet, users may regard the system's suggestions of occupations as valid, even when they are not. Because the computer accepts everything it is given without question, the role of the counsellor is vital in helping the client to determine accurately his/her talents and work needs; decide upon a suitable strategy for using the computer; evaluate the computer's responses; and plan future action.

5. The Institutions File

The second CHOICES file, Institutions, is to be added to the system, starting in the Spring of 1981. It will enable users to gain rapid access to data on education/training programs at hundreds of Canadian post-secondary institutions. The data will include programs offered, admission requirements, tuition and other fees, durations, starting dates, qualifications awarded and information about the institutions (e.g. cost and availability of housing, financial aid, etc.). Using the Institutions File, the client will be able to instantly get a list of the institutions/programs that meet criteria or characteristics that s/he has chosen. For example, if a client is looking for a business administration program that leads to a diploma after two years and that will cost no more than $500 a year in tuition and $100 a month in rent, the Institutions File will list all the suitable institutions in Canada. In this way, the client will be able to explore alternative ways of meeting education and training needs with the same ease s/he encounters when using the Occupations File. In order to enable clients to transfer easily between the Occupations and Institutions Files, there will be a linkage component. Thus, when CHOICES suggests an occupation, it also will be able to list appropriate training programs and where they are offered.

STRUCTURE OF THE CHOICES SYSTEM



OCCUPATIONS FILE

DATA FILE (15 categories)

Global Data (National Level)

Interests, Aptitudes, Temperaments, Environmental Conditions, Physical Demands, Physical Activities, Inside-Outside Factors, Occupational Fields, Summary of Work, Similar Occupations

Sub-global Data (Provincial Level)

Education Levels, Earnings, Future Outlook, Training Required

FOUR ACCESS ROUTES

INSTITUTIONS FILE (Not yet available)

DATA FILE

All public post-secondary educational and training institutions in Canada

Sub-Files

Programme Data

Detailed information about all regular programmes, graduate programmes and apprenticeship programmes

Institutional Data

Location, city size, number of students, faculty size, etc.

THREE ACCESS ROUTES

EXPLORE

SPECIFIC

COMPARE

EXPLORE

1. Interests
2. Aptitudes
3. Temperaments
4. Education Level
5. Environmental Conditions
6. Future Outlook
7. Earnings
8. Hours of Work / Travel
9. Physical Demands
10. Physical Activities
11. Inside / Outside
12. Occupational Fields

SPECIFIC

1. Interests
2. Aptitudes
3. Temperaments
4. Education Level
5. Environmental Conditions
6. Future Outlook
7. Earnings
8. Hours of Work / Travel
9. Physical Demands
10. Physical Activities
11. Inside / Outside
12. Training Required
13. Summary of Work
14. Similar Occupations

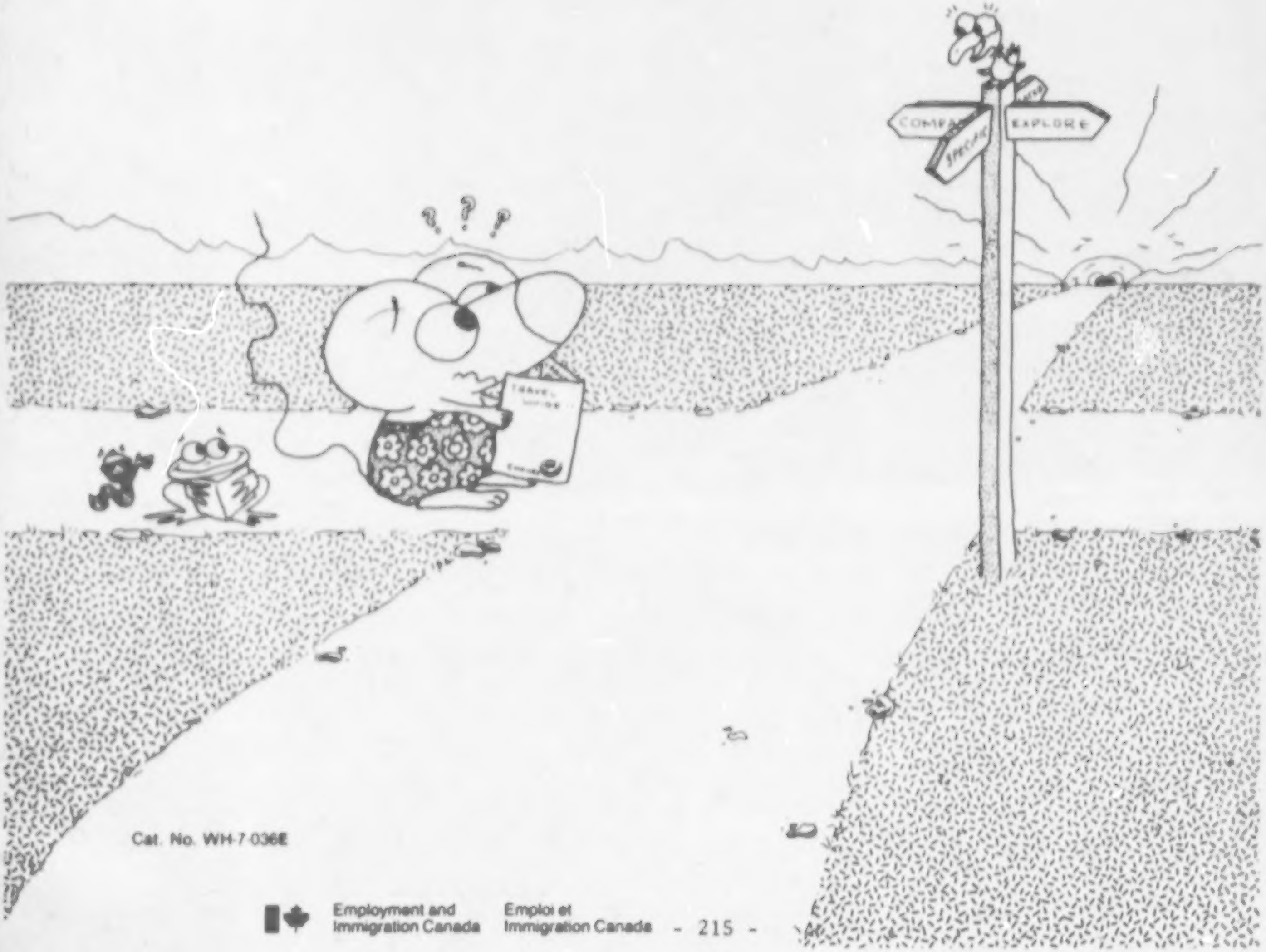
COMPARE

1. Interests
2. Aptitudes
3. Temperaments
4. Education Level
5. Environmental Conditions
6. Future Outlook
7. Earnings
8. Hours of Work / Travel
9. Physical Demands
10. Physical Activities
11. Inside / Outside
12. Training Required
13. Summary of Work
14. Similar Occupations

RELATED

1. Interests
2. Aptitudes
3. Temperaments
4. Education Level
5. Future Outlook
6. Earnings
7. Physical Demands
8. Inside/Outside
9. Occupational Fields

CHOICES
travel guide



Cat. No. WH-7-036E

Employment and Immigration Canada
Emploi et Immigration Canada

FOLLOW THE FOOTSTEPS ...

INTERESTS p.4

☐ THIS DOESN'T MATTER TO ME

OR

I MUST HAVE: ____________

I WOULD LIKE: ____________

____

I REFUSE TO HAVE: ____________

I PREFER TO AVOID: ____________

APTITUDES p.7

☐ THIS DOESN'T MATTER TO ME

OR

MY LEVELS ARE:	MY GATB SCORES
G ______	G ______
V ______	V ______
N ______	N ______
S ______	S ______
P ______	P ______
Q ______	Q ______
K ______	K ______
F ______	F ______
M ______	M ______

TEMPERAMENTS p.10

☐ THIS DOESN'T MATTER TO ME

OR

I MUST HAVE: ____________

I WOULD LIKE: ____________

____

I REFUSE TO HAVE: ____________

I PREFER TO AVOID: ____________

EDUCATION LEVEL p.12

☐ THIS DOESN'T MATTER TO ME

OR

I HAVE COMPLETED ____________

☐ I AM NOT WILLING TO TAKE MORE EDUCATION

OR

I AM WILLING TO COMPLATE: ______

PHYSICAL DEMANDS p.17

☐ THIS DOESN'T MATTER TO ME

OR

NO MORE THAN: ____________

I WOULD PREFER: ____________

____

PHYSICAL ACTIVITIES p.18

☐ THIS DOESN'T MATTER TO ME

OR

I REFUSE TO HAVE: ____________

____

____

I PREFER TO AVOID: ____________

____

____

INSIDE / OUTSIDE CONSIDERATIONS p.19

☐ THIS DOESN'T MATTER TO ME

OR

I WOULD PREFER: ____________

I WOULD ALSO ACCEPT: ______

OCCUPATIONAL FIELDS p.20

☐ THIS DOESN'T MATTER TO ME

OR

FIELDS I DO NOT WANT ARE:

______ 1 ______ 2 ______ 3

______ 4 ______ 5 ______ 6

______ 7 ______ 8 ______ 9

______ 10 ______ 11 ______ 12

NOW CHOOSE A ROUTE.

EXPLORE

DO YOU WANT TO EXPLORE OCCUPATIONS TO SEARCH FOR ONES THAT MIGHT SUIT YOU?

THERE ARE SEVERAL WAYS TO SEARCH FOR SUITABLE OCCUPATIONS. HERE IS A LIST OF THE TOPICS YOU CAN USE. BELOW, WRITE THE NUMBERS OF THE ONES YOU WANT TO USE (WITH A COMMA BETWEEN NUMBERS, LIKE THIS: 3,6,8,12). PUT THEM IN ORDER OF IMPORTANCE TO YOU.

1. INTERESTS
4. EDUCATION LEVEL
7. EARNINGS
10. PHYSICAL ACTIVITIES
2. APTITUDES
5. ENVIRONMENTAL CONDITIONS
8. HOURS OF WORK / TRAVEL
11. INSIDE / OUTSIDE
3. TEMPERAMENTS
6. FUTURE OUTLOOK
9. PHYSICAL DEMANDS
12. OCCUPATIONAL FIELDS

ORDER ____, ____, ____, ____, ____, ____, ____, ____, ____, ____, ____, ____

CHOICES WILL NOW ASK YOU QUESTIONS ABOUT EACH TOPIC. YOU WILL PUT IN THE ANSWERS YOU'VE ALREADY NOTED IN THE BOXES ABOVE.

SPECIFIC

DO YOU WANT SPECIFIC INFORMATION ABOUT ONE OR TWO OCCUPATIONS?

WHICH OCCUPATIONS DO YOU WANT INFORMATION ABOUT?

1) ____________ 2) ____________ 3) ____________

BELOW IS A LIST OF TOPICS YOU CAN USE. SELECT THOSE TOPICS THAT ARE IMPORTANT TO YOU. (WRITE THEM IN ORDER BELOW WITH A COMMA BETWEEN NUMBERS, LIKE THIS 3,6,8,15).

1. INTERESTS
4. EDUCATION LEVEL
7. EARNINGS
10. PHYSICAL ACTIVITIES
13. SUMMARY OF WORK
2. APTITUDES
5. ENVIRONMENTAL CONDITIONS
8. HOURS OF WORK / TRAVEL
11. INSIDE / OUTSIDE
14. SIMILAR OCCUPATIONS
3. TEMPERAMENTS
6. FUTURE OUTLOOK
9. PHYSICAL DEMANDS
12. TRAINING REQUIRED
15. ALL OF THESE TOPICS

ORDER: ____, ____, ____, ____, ____, ____, ____, ____, ____, ____, ____, ____, ____, ____

ENVIRONMENTAL CONDITIONS p 13

☐ THIS DOESN'T MATTER TO ME

OR

I REFUSE TO HAVE ______
______

I PREFER TO AVOID ______
______

FUTURE OUTLOOK p 14

☐ THIS DOESN'T MATTER TO ME

OR

I WOULD ACCEPT ______

I WOULD PREFER ______

EARNINGS p 15

☐ THIS DOESN'T MATTER TO ME

OR

I MUST MAKE ______

I WOULD PREFER ______

HOURS OF WORK/ TRAVEL p 16

☐ THIS DOESN'T MATTER TO ME

OR

I REFUSE TO HAVE ______
______

I PREFER TO AVOID ______
______

TRAINING REQUIRED p 21

☐ THIS DOESN'T MATTER TO ME

OR

I AM WILLING TO TAKE ______

I PREFER TO TAKE ______

SUMMARY OF WORK p 22

☐ THIS DOESN'T MATTER TO ME

OR

I WANT TO FIND OUT ABOUT

1 ______ NAME
2 ______ NAME
3 ______ NAME

SIMILAR OCCUPATIONS p 23

☐ THIS DOESN'T MATTER TO ME

OR

I WANT TO FIND OCCUPATIONS SIMILAR TO

1 ______ NAME
2 ______ NAME
3 ______ NAME

CHOICES HAS FOUR:

COMPARE

DO YOU WANT TO COMPARE TWO OR THREE OCCUPATIONS SIMULTANEOUSLY?

WHICH OCCUPATIONS DO YOU WANT TO COMPARE?

1) ______ 2) ______ 3) ______

BELOW ARE THE TOPICS THAT YOU CAN USE TO COMPARE OCCUPATIONS SELECT AS MANY AS YOU WISH. WRITE THEM IN ORDER BELOW (WITH A COMMA BETWEEN NUMBERS LIKE THIS 5, 6, 8, 13).

1 INTERESTS
2 APTITUDES
3 TEMPERAMENTS
4 EDUCATION LEVEL
5 ENVIRONMENTAL CONDITIONS
6 FUTURE OUTLOOK
7 EARNINGS
8 HOURS OF WORK / TRAVEL
9 PHYSICAL DEMANDS
10 PHYSICAL ACTIVITIES
11 INSIDE / OUTSIDE
12 TRAINING REQUIRED
13 SUMMARY OF WORK
14 SIMILAR OCCUPATIONS
15 ALL OF THESE TOPICS.

ORDER ___, ___, ___, ___, ___, ___, ___, ___, ___, ___, ___, ___, ___, ___

RELATED

DO YOU WANT TO FIND OCCUPATIONS RELATED TO ONE YOU HAVE ALREADY CHOSEN?

WHICH OCCUPATIONS DO YOU WANT TO USE TO FIND RELATED OCCUPATIONS?

1) ______ 2) ______ 3) ______

HERE IS A LIST OF TOPICS YOU CAN USE IN RELATED. WHICH ONES DO YOU WANT? WRITE THEM IN ORDER BELOW (WITH A COMMA BETWEEN NUMBERS, LIKE THIS 5, 6, 8).

1 INTERESTS
2 APTITUDES
3 TEMPERAMENTS
4 EDUCATION LEVEL
5 FUTURE OUTLOOK
6 EARNINGS
7 PHYSICAL DEMANDS
8 INSIDE / OUTSIDE
9 OCCUPATIONAL FIELDS

ORDER ___, ___, ___, ___, ___, ___, ___, ___, ___

INTEREST FACTORS

1. Things, numbers or objects
2. Business contact with people
3. Detailed, organized work following set sequence
4. Working to improve social conditions
5. Directing or organizing resulting in prestige
6. Studying or communicating ideas
7. Scientific or technical work
8. Abstract and creative work
9. Working with machines, processes and techniques
10. Working to produce clearly visible results

APTITUDE FACTORS

G General learning ability
V Verbal aptitude
N Numerical aptitude
S Spatial perception
P Form perception
Q Clerical perception
K Eye-hand co-ordination
F Finger dexterity
M Manual dexterity

APTITUDE LEVELS
(In terms of working population)

1. Upper 10%
2. Upper third exclusive of upper 10%
3. Middle third
4. Lowest third exclusive of lowest 10%
5. Lowest 10%
6. Not sure

TEMPERAMENT FACTORS

1. Many duties that change often
2. Repeating the same set of tasks
3. Following instructions of others
4. Working independently
5. Gaining co-operation
6. Influencing opinions
7. Performing under stress
8. Decisions based on personal knowledge
9. Decisions based on concrete evidence
10. Expressing your personality in your work
11. Meeting strict standards

[illegible]

1. Up to grade 8
2. Grade 8
3. Grade 9
4. Grade 10
5. Grade 11
6. Grade 12
7. Grade 13
8. Less than 1 year after high school
9. 1 year community college / vocational / technical / trade school
10. 1 year university
11. 2 years community college / vocational / technical / trade school
12. 2 years university
13. 3 years community college / vocational / technical / trade school
14. 3 years university
15. Complete undergrad degree
16. Professional or graduate degree

[illegible]

1. Extremes of cold plus temp. changes
2. Extremes of heat plus temp. changes
3. Damp and/or wet
4. Noise and/or vibration
5. Risk of injury
6. Dust / fumes / odours
7. All of the above
8. Not sure

1. Increasing
2. Stable or increasing
3. Don't care

1. Under $3,000
2. $3,000 to $6,999
3. $7,000 to $8,999
4. $9,000 to $11,999
5. $12,000 to $14,999
6. $15,000 to $17,999
7. $18,000 to $20,999
8. $21,000 to $24,999
9. Above $25,000
10. Not sure

HOURS OF WORK / TRAVEL

1. Rotating shift work
2. Irregular / non-standard hours
3. Weekends
4. Overtime
5. Seasonal
6. Travelling
7. All of the above
8. Not sure

PHYSICAL DEMANDS

1. Sedentary (up to 5 kg)
2. Light (5 to 11 kg)
3. Medium (11 to 23 kg)
4. Heavy (23 to 45 kg)
5. Very heavy (above 45 kg)
6. Not sure

PHYSICAL ACTIVITIES

1. Lifting
2. Carrying
3. Pushing / pulling
4. Climbing / balancing
5. Stooping / kneeling / crouching / crawling
6. Sitting for long periods
7. Standing for long periods
8. Reaching / handling / fingering / feeling
9. Speaking
10. Hearing
11. Seeing
12. Walking
13. Running
14. Colour discrimination
15. Not sure

INSIDE / OUTSIDE CONSIDERATIONS

1. Inside
2. Outside
3. Both inside and outside
4. Not sure

OCCUPATIONAL FIELDS

11 Management, administration
21 Natural sciences, engineering, mathematics
23 Social sciences
25 Religion
27 Teaching
31 Medicine and health
33 Artistic, literary, performing arts
37 Sport and recreation
41 Clerical
51 Sales
61 Service
71 Farming, horticulture, animal husbandry
73 Fishing, hunting, trapping
75 Forestry and logging
77 Mining, quarrying, oil and gas field
81 Processing
83 Machining
85 Product fabricating, assembly and repairing
87 Construction
91 Transport equipment operating
93 Material handling
95 Other crafts and equipment operating

TRAINING REQUIREMENTS

1. Up to 3 months
2. Over 3 months : up to 6 months
3. Over 6 months : up to 1 year
4. Over 1 year : up to 2 years
5. Over 2 years : up to 4 years
6. Over 4 years

FACTORS	TOPICS	ORDER OF IMPORTANCE
1 2 3 4 5 6 7 8 9 0	INTERESTS	
G V N S P Q K F M	APTITUDES	
1 2 3 4 5 6 7 8 9 X Y	TEMPERAMENTS	
1 2 3 4 5 6	ENVIR. COND.	
1 2 3 4 5 6	HOURS/TRAVEL	
I O B	INSIDE/OUTSIDE	
S L M H V	PHYSICAL DEMANDS	
1 2 3 4 5 6 7 [illegible]	PHYSICAL ACTIVITIES	
FD		
[illegible]		
TR		
ED		

Topics in the CHOICES Institutions File

Institution-specific Topics:

Category of institution

Location of institution

Categories of students admitted

City size

Library facilities

Student enrollment statistics

Faculty size

Housing availability and costs

Student financial aid

Contacts for further information

Program-specific Topics:

All programs offered (e.g. regular, part-time, cooperative, apprenticeship, graduate, continuing education)

Language(s) of instruction

Number of applicants per year, number accepted, number completing the program or the first academic year)

Qualifications awarded

Session start dates

Application deadlines

Tuition and compulsory fees

Admissions requirements

CHOICES THREE-STEP COUNSELLING PROCESS OVERVIEW

I Assess Client Suitability

NOT SUITABLE

Other Forms of Counselling

SUITABLE

II Introduce CHOICES

III Client Preparation
(Handbook, Travel Guide, etc.)

IV Discuss Client Objectives
(possible occupations, goals, routes to information, reaction to Travel Guide)

Client confused or dissatisfied

Return to Step 1 Above

Client comprehends and is satisfied

V Examine Completed Travel Guide
(Clarify values; increase self-awareness; relate self to world of work; make and priorize decisions; client flexibility; client mobility; develop planning skills; reduce anxiety; encourage exploratory attitude)

VI Use CHOICES Terminal
(Reduce anxiety; explain options; begin conversation; etc.)

CHOICES INTERACTION

VII Discuss Print-Out
(Client's reaction; examine occupations list(s); compare Travel Guide to profiles of occupations)

VIII Development of Follow-Up Plan

a. Client continues exploring
(Further CHOICES interaction; further self-analysis; further reading; direct learning about occupations)

b. Client makes decision
(Discuss training options; job search techniques; take career ladder approach)

SAMPLE INTERACTION: CHOICES INSTITUTIONS FILE

FINE...WHICH WOULD YOU PREFER TO DO FIRST?

1. EXPLORE THIS FILE FOR PROGRAMMES AND INSTITUTIONS WHICH MAY MEET YOUR NEEDS?

2. GET SPECIFIC INFORMATION ON PROGRAMMES OR INSTITUTIONS YOU ALREADY HAVE IN MIND.

1

GEOGRAPHIC PRFERENCES:

IN WHICH PROVINCE(S) OR TERRITORY(IES) WOULD YOU BE PREPARED TO STUDY OR TRAIN? (SELECT AS MANY AS YOU WISH - TYPE A COMMA BETWEEN NUMBERS).

1. NEWFOUNDLAND
2. NOVA SCOTIA
3. PRINCE EDWARD ISLAND
4. NEW BRUNSWICK
5. QUEBEC
6. ONTARIO
7. MANITOBA
8. SASKATCHEWAN
9. ALBERTA
10. BRITISH COLUMBIA
11. YUKON TERRITORY
12. NORTHWEST TERRITORIES

OR 13. ANY OF THE ABOVE

13

FROM THE LIST ABOVE TYPE IN THE NUMBER OF THE PROVINCE OR TERRITORY WHICH IS YOUR CURRENT PERMANENT RESIDENCE. (IF YOUR HOME IS OUTSIDE CANADA, TYPE IN ONLY THE LETTER F).

F

	TOTAL	PREVIOUS	NOW
INSTITUTION:	558	558	529
PROGRAMMES:	6,563	6,563	6,521

THE INFORMATION IN THE INSTITUTIONS FILE IS DIVIDED INTO 2 TYPES. THE FIRST TYPE DESCRIBES EACH INSTITUTION, SUCH AS ENROLMENT, TYPE OF INSTITUTION, HOUSING INFORMATION ETC. THE SECOND TYPE OF INFORMATION CONCERNS ACTUAL PROGRAMMES OFFERED, AND THEIR ADMISSION REQUIREMENTS, DURATIONS, TUITION COSTS, ETC. YOU CAN EXPLORE BOTH TYPES OF INFORMATION, BUT YOU MUST DO THEM ONE AT A TIME. WHICH DO YOU WANT TO START WITH _______ ?

1. INSTITUTIONAL INFORMATION.
2. PROGRAMME INFORMATION.

2

```
IN WHICH OFFICIAL LANGUAGE WOULD YOU PREFER TO STUDY _________?

1.  ENGLISH                         2.  EITHER ENGLISH OR FRENCH
3.  FRENCH                          4.  BOTH ENGLISH AND FRENCH
      5.  NEITHER ENGLISH NOR FRENCH, BUT ANOTHER LANGUAGE

                                    1

NOW LET'S TRY TO FOCUS ON FIELDS OF STUDY OR TRAINING WHICH APPEAL TO YOU
___________ .  HAVE YOU LOOKED AT THE PROGRAMMES MASTER LIST AND WRITTEN DOWN
THE NUMBERS OF ONE OR MORE PROGRAMME AREAS OR PROGRAMMES WHICH INTEREST YOU?
(Y OR N).

                                    Y

DO YOU HAVE THOSE NUMBERS HANDY NOW?  (Y OR N)

                                    Y

YOU CAN TYPE IN TWO, THREE, OR SIX-DIGIT NUMBERS.  IF YOU ARE QUITE SURE OF THE
EXACT PROGRAMME YOU WANT YOU SHOULD USE ITS SIX-DIGIT CODE NUMBER.  IF YOU ARE
NOT QUITE AS SURE YOU MAY PREFER TO USE THE THREE-DIGIT CODE REPRESENTING A
GROUP OF SIMILAR PROGRAMMES.  IF YOU HAVE ONLY A GENERAL IDEA OF WHAT YOU WANT
USE TWO-DIGIT CODES REPRESENTING BROAD FIELDS OF STUDY OR TRAINING.

PLEASE TYPE IN YOUR NUMBERS NOW VERY CAREFULLY.  DO NOT TYPE IN MORE THAN 5
DIFFERENT CODE NUMBERS.  (IF YOU WISH TO ADD OTHERS YOU WILL BE ABLE TO
SHORTLY).  TYPE THEM IN THE ORDER OF THEIR IMPORTANCE TO YOU, WITH A COMMA
BETWEEN NUMBERS LIKE THIS:  21A010, 31B, 11, 85J200, 51.

                        21L010, 37A080, 37A010, 21L

1.  COMMUNITY AND REGIONAL PLANNING
2.  COMMUNITY RECREATION LEADERSHIP
3.  RECREATION ADMINISTRATION
4.  URBAN, COMMUNITY, REGIONAL STUDIES

.....CORRECT?  (Y OR N)

                                    Y

WOULD YOU LIKE TO ADD ADDITIONAL PROGRAMMES OR PROGRAMME AREAS NOW?  (Y OR N).

                                    N
```

```
                         TOTAL           PREVIOUS         NOW
INSTITUTIONS:              558                529          53
PROGRAMMES:              6,563              6,521          87

WHICH TYPE OF PROGRAMME OF STUDY OR TRAINING WOULD BE MOST SUITABLE FOR YOU
___________ ?

1.  REGULAR PROGRAMME
2.  APPRENTICESHIP
3.  GRADUATE STUDIES

                                    1

                         TOTAL           PREVIOUS         NOW
INSTITUTIONS:              558                 53          42
PROGRAMMES:              6,563                 87          60

OKAY.  THERE ARE SEVERAL THINGS YOU CAN SEARCH ON TO LOCATE REGULAR PROGRAMMES
MEETING YOUR NEEDS.  THEY ARE LISTED BELOW.  YOU MAY USE AS MANY AS YOU WISH,
IN THE ORDER OF THEIR IMPORTANCE TO YOU.  (COMMA BETWEEN NUMBERS).

1.  AWARD EARNED       2.  DURATION            3.  START DATES
4.  TUITION AND FEES   5.  PATTERNS OF STUDY   6.  ADMISSION REQUIREMENTS

                                1, 2, 4, 6

AWARD:

WHAT TYPE(S) OF AWARD(S) DO YOU WANT _______ ?  SELECT THE NUMBER(S) OF ANY
WITH WHICH YOU WOULD BE SATISFIED.

 1.  CERTIFICATE             2.  DIPLOMA             3.  LICENSE
 4.  D.E.C.                  5.  D.E.G.              6.  ASSOCIATE DEGREE
 7.  BACCALAUREATE           8.  MASTER'S DEGREE     9.  DOCTORATE
10.  JOURNEYMAN'S           11.  HIGH SCHOOL EQUIVALENCE CERTIFICATE
    CERTIFICATE            12.  I'M NOT SURE.  LET'S GO ON.

                                  2, 7

                         TOTAL           PREVIOUS         NOW
INSTITUTIONS:              558                 42          37
PROGRAMMES:              6,563                 60          53
```

PROGRAMME DURATION:

WHAT LENGTH OF PROGRAMME ARE YOU PREPARED TO UNDERTAKE _________ ? SELECT ONE OF THE FOLLOWING:

1. TWO WEEKS OR LESS
2. UP TO ONE MONTH
3. UP TO THREE MONTHS
4. UP TO SIX MONTHS
5. UP TO ONE YEAR
6. UP TO TWO YEARS
7. UP TO THREE YEARS
8. UP TO FOUR YEARS
9. UP TO FIVE YEARS
10. MORE THAN FIVE YEARS
11. I'M NOT SURE. LET'S GO ON.

8

	TOTAL	PREVIOUS	NOW
INSTITUTIONS:	558	37	37
PROGRAMMES:	6,563	53	53

TUITION AND FEES:

HOW MUCH MONEY ARE YOU PREPARED TO PAY PER ACADEMIC YEAR, OR PER PROGRAMME (FOR PROGRAMMES LASTING LESS THAN 1 YEAR), FOR TUITION, COMPULSORY FEES AND REQUIRED MATERIALS?

1. UP TO $25
2. UP TO $50
3. UP TO $100
4. UP TO $200
5. UP TO $300
6. UP TO $500
7. UP TO $750
8. UP TO $1,000
9. MORE THAN $1,000

$

10. I'M NOT SURE. LET'S GO ON.

8

	TOTAL	PREVIOUS	NOW
INSTITUTIONS:	558	37	35
PROGRAMMES:	6,563	53	51

ADMISSION REQUIREMENTS:

I HAVE INFORMATION ON THREE FACTORS UNDER THE HEADING 'ADMISSIONS' _________ . PLEASE TYPE IN THE NUMBERS OF THE ONES WHICH INTEREST YOU, IN THE ORDER OF THEIR IMPORTANCE TO YOU. (COMMA BETWEEN NUMBERS.)

1. REQUIRED ACADEMIC GRADE LEVEL
2. REQUIRED MINIMUM AVERAGE
3. MINIMUM AGE

1, 2, 3

REQUIRED ACADEMIC LEVEL:

FROM THE LIST BELOW PLEASE SELECT THE LEVEL OF EDUCATION YOU EITHER HAVE, OR PLAN TO HAVE, WHEN YOU ENTER YOUR PROGRAMME OF STUDY OR TRAINING. SELECT ONLY ONE. (WARNING: THERE MAY BE PROGRAMMES WHICH ARE IDEALLY SUITED TO YOU WHICH REQUIRE HIGHER ACADEMIC LEVELS THAN YOU MAY NOW BE PLANNING TO COMPLETE, SO CHOOSE CAREFULLY.)

1. UP TO GRADE 6
2. GRADE 7 OR EQUIVALENT
3. GRADE 8 OR EQUIVALENT
4. GRADE 9 OR EQUIVALENT
5. GRADE 10 OR EQUIVALENT
6. GRADE 11 OR EQUIVALENT
7. GRADE 12 OR EQUIVALENT
8. GRADE 13 OR EQUIVALENT
9. CEGEP 1-YEAR (CC/I OF T)
10. CEGEP 2-YEARS (CC/I OF T)
11. CEGEP 3-YEARS (CC/I OF T)
12. GENERAL B.A.
13. HONOURS B.A.
14. UNIVERSITY UNDERGRADUATE (1-3 YEARS)
15. CERTIFICATE (1 OR 2 YEARS)
16. DIPLOMA (1 TO 3 YEARS)
17. WHATEVER IS NECESSARY
18. I'M NOT SURE. LET'S GO ON.

8

	TOTAL	PREVIOUS	NOW
INSTITUTIONS:	558	35	34
PROGRAMMES:	6,563	51	49

MINIMUM AVERAGE:

PLEASE ESTIMATE YOUR AVERAGE MARK (IN PERCENTAGE) IN THE LAST YEAR OF EDUCATION YOU HAVE COMPLETED, OR THE AVERAGE YOU EXPECT THIS YEAR. SELECT THE APPROPRIATE NUMBER BELOW _____ .

1. 50% OR LOWER
2. 50% TO 55%
3. 55% TO 60%
4. 60% TO 65%
5. 65% TO 70%
6. 70% TO 75%
7. 75% TO 80%
8. 80% TO 85%
9. ABOVE 85%
10. I'M NOT SURE. LET'S GO ON.

5

	TOTAL	PREVIOUS	NOW
INSTITUTIONS:	558	34	29
PROGRAMMES:	6,563	49	42

MINIMUM AGE:

WHAT AGE ARE YOU, OR DO YOU EXPECT TO BE, WHEN YOU ENTER YOUR EDUCATION OR TRAINING PROGRAMME _____?

1. 16 YEARS OR UNDER
2. 17 YEARS OLD
3. 18 YEARS OLD
2. 19 YEARS OLD
5. 20 YEARS OLD
6. 21 YEARS OLD
7. 22 TO 24 YEARS OLD
8. 25 TO 30 YEARS OLD
9. 30 TO 59 YEARS OLD
10. 60 TO 64 YEARS OLD
11. 65 YEARS OR OLDER
12. I'M NOT SURE. LET'S GO ON.

8

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                    TOTAL           PREVIOUS        NOW
INSTITUTIONS:         558               29           29
PROGRAMMES:         6,563               42           42

WE HAVE USED ALL THE EXPLORATION ROUTES WHICH YOU HAVE GIVEN ME SO FAR.  WHICH
WOULD YOU PREFER TO DO NOW?

1.  EXPLORE PROGRAMME INFORMATION ROUTES.
2.  EXPLORE INSTITUTIONAL INFORMATION ROUTES.
3.  TRY SOMETHING ELSE.

                                  2

OKAY.  I HAVE SEVERAL INSTITUTION INFORMATION TOPICS WHICH YOU CAN EXPLORE.
WHICH WOULD YOU LIKE TO USE?  (TYPE IN AS MANY NUMBERS AS YOU WISH, IN THE
ORDER OF THEIR IMPORTANCE TO YOU.  COMMA BETWEEN NUMBERS, LIKE THIS:  8,5,1,6)

1.  CATEGORY OF INSTITUTION   2.  TYPES OF STUDENTS ACCEPTED   3.  CITY SIZE
4.  SIZE OF LIBRARY           5.  TOTAL FULL-TIME ENROLMENT    6.  ENROLMENT BY SEX
7. RESIDENCE AVAILABILITY   8.  HOUSING COSTS
              9.  NONE OF THE ABOVE.  LET'S GO ON TO SOMETHING ELSE.

                                  1, 2, 8

CATEGORY OF INSTITUTION:

WHICH TYPE(S) OF INSTITUTION(S) WOULD YOU PREFER TO ATTEND _________?  (SELECT
AS MANY AS YOU WISH, COMMA BETWEEN NUMBERS.)

1.  DEGREE-GRANTING INSTITUTION      2.  DIPLOMA/CERTIFICATE-GRANTING INSTITUTION
3. TECHNICAL INSTITUTE               4.  VOCATIONAL INSTITUTION
5.  PRE-VOCATIONAL INSTITUTION       6.  PUBLIC TRADE SCHOOL.
         OR     7.  I'M NOT SURE.  LET'S GO ON.

                                  1, 2
                    TOTAL           PREVIOUS        NOW
INSTITUTIONS:         558               29           29
PROGRAMMES:         6,563               42           42
```

TYPES OF STUDENTS ACCEPTED:

SOME INSTITUTIONS RESTRICT ADMISSIONS TO SOME TYPES OF STUDENTS. IF YOU FEEL YOU FIT IN ONE OR MORE OF THE CATEGORIES LISTED BELOW, PLEASE TYPE IN ITS (THEIR) NUMBER(S). OTHERWISE TYPE IN ONLY 6 ________.

1. ACCELERATED ENTRANCE STUDENTS   2. MATURE STUDENTS
3. SENIOR CITIZENS   4. SPECIAL STUDENTS
5. FOREIGN STUDENTS   6. NONE OF THESE. LET'S GO ON.

2, 5

	TOTAL	PREVIOUS	NOW
INSTITUTIONS:	558	29	17
PROGRAMMES:	6,563	42	28

HOUSING COSTS:

WHICH WOULD YOU PREFER:

1. RESIDENCE ACCOMMODATION
2. PRIVATE HOUSING
3. EITHER OF THE ABOVE

2

WHICH OF THE FOLLOWING IS CLOSEST TO YOUR NEEDS. SELECT ONE PLEASE ________.

1. ROOM   2. ROOM AND BOARD
3. APARTMENT (ONE BEDROOM)   4. HOUSE (THREE BEDROOM)

3

WHAT IS THE MAXIMUM COST YOU FEEL YOU COULD AFFORD EACH MONTH FOR HOUSING? PLEASE SELECT ONE. (INCLUDE BOARD).

1. UP TO \$30   2. \$30 TO \$50   3. \$50 TO \$75
4. \$75 TO \$100   5. \$100 TO \$150   6. \$150 TO \$200
7. \$200 TO \$2530   8. MORE THAN \$250   9. I'M NOT SURE. LET'S GO ON TO SOMETHING ELSE.

5

	TOTAL	PREVIOUS	NOW
INSTITUTIONS:	558	17	9
PROGRAMMES:	6,563	28	13

```
THERE ARE ONLY 9 INSTITUTIONS WHERE YOU COULD STUDY OR TRAIN IN VIEW OF YOUR
LAST ANSWER. THEY ARE:

C00000 ACADIA UNIVERSITY                   - WOLFVILLE, NOVA SCOTIA
D00401 UNIVERSITY OF NEW BRUNSWICK         - FREDERICTON, NEW BRUNSWICK
         (FREDERICTON CAMPUS)
D00402 UNIVERSITY OF NEW BRUNSWICK         - FREDERICTON, NEW BRUNSWICK
         (ST. JOHN CAMPUS)
F00000 BROCK UNIVERSITY                    - ST. CATHERINE'S, ONTARIO
F02002 ERINDALE COLLEGE                    - MISSISSAUGA, ONTARIO
         (UNIVERSITY OF TORONTO)
F02501 ATKINSON COLLEGE                    - DOWNSVIEW, ONTARIO
         (YORK UNIVERSITY)
H00300 UNIVERSITY OF SASKATCHEWAN          - SASKATOON, SASKATCHEWAN
J01400 UNIVERSITY OF LETHBRIDGE            - LETHBRIDGE, ALBERTA
J10100 LETHBRIDGE COMMUNITY COLLEGE        - LETHBRIDGE, ALBERTA

WOULD YOU LIKE TO SEE A LIST OF THE PROGRAMMES AT EACH OF THESE INSTITUTIONS
WHICH, BASED ON WHAT YOU HAVE TOLD ME SO FAR, SEEM TO MEET YOUR NEEDS? (Y OR
N).
                                       Y

OKAY.  HERE IS YOUR LIST __________.

C00000 ACADIA UNIVERSITY
 PROGRAMMES:
       *37A01C     RECREATION AND PHYSICAL EDUCATION

D00401 UNIVERSITY OF NEW BRUNSWICK (FREDERICTON CAMPUS)
 PROGRAMMES:
       *37A03A     RECREATION

D00402 UNIVERSITY OF NEW BRUNSWICK (ST. JOHN CAMPUS)
 PROGRAMMES:
       *21L040     URBAN STUDIES

F00000 BROCK UNIVERSITY
 PROGRAMMES:
       *21L04G     URBAN AND ENVIRONMENTAL STUDIES

F02002 ERINDALE COLLEGE (UNIVERSITY OF TORONTO)
 PROGRAMMES:
       *21L040     URBAN STUDIES

F02501 ATKINSON COLLEGE (YORK UNIVERSITY)
 PROGRAMMES:
       *21L040     URBAN STUDIES

H00300 UNIVERSITY OF SASKATCHEWAN
 PROGRAMMES:
       *21L04H     REGIONAL AND URBAN DEVELOPMENT
       *37A01B     RECREATION MANAGEMENT
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J01400 UNIVERSITY OF LETHBRIDGE
 PROGRAMMES:
       *21L04F     URBAN AND REGIONAL STUDIES
       *37A08J     RECREATION AND LEISURE

J10100 LETHBRIDGE COMMUNITY COLLEGE
 PROGRAMMES:
       *21L05F     RENEWABLE RESOURCE MANAGEMENT - GENERAL OPTION
       *21L05K     RENEWABLE RESOURCE MANAGEMENT - LAND USE PLANNING OPTION
       *73A01B     RECREATION MANAGEMENT


HAVE YOU BEEN CONSIDERING ANY INSTITUTIONS OR PROGRAMMES WHICH I HAVE NOT
LISTED FOR YOU? (Y OR N).

                                       N

WHAT DO YOU WANT TO DO NOW?

1.  CHANGE ONE OF THE ANSWERS YOU HAVE GIVEN ME.
2.  GO ON WITH YOUR EXPLORATION.
3.  GET INFORMATION ON THE ABOVE INSTITUTIONS AND THEIR PROGRAMMES.
4.  START EXPLORING THE INSTITUTIONS FILE ALL OVER AGAIN.
5.  GO TO THE OCCUPATIONS FILE.
6.  LEAVE THE SYSTEM.

                                       3

WHICH WOULD YOU LIKE FIRST _______ ?

1.  GENERAL INFORMATION ABOUT ONE OR MORE INSTITUTIONS (INCLUDING PROGRAMMES
OFFERED).
2.  DETAILED INFORMATION ON ONE OR MORE PROGRAMMES AT A SPECIFIC INSTITUTION.

                                       1

YOU CAN LOOK AT A SINGLE INSTITUTION, OR COMPARE 2 OR 3 AT A TIME _______ .
WHICH WOULD YOU PREFER?  (SELECT ONE).

1.  CONCENTRATE ON ONE INSTITUTION.
2.  COMPARE TWO DIFFERENT INSTITUTIONS.
3.  COMPARE THREE DIFFERENT INSTITUTIONS.

                                       1
```

WHAT INSTITUTION DO YOU HAVE IN MIND? PLEASE TYPE IN ITS 6-DIGIT CODE NUMBER (FROM THE INSTITUTIONS MASTER LIST).

H00300

UNIVERSITY OF SASKATCHEWAN.....RIGHT? (Y OR N)

Y

WHAT TYPE OF INFORMATION ARE YOU LOOKING FOR ________?

1. FACTS ABOUT THE INSTITUTION(S) GENERALLY.
2. FACTS ABOUT SPECIFIC PROGRAMMES AT THIS (THESE) INSTITUTION(S).
3. BOTH OF THE ABOVE.

2

PLEASE TYPE IN THE 6-DIGIT CODE NUMBER OF ONE, TWO OR THREE PROGRAMMES ABOUT WHICH YOU WANT INFORMATION. YOU CAN LOOK AT OTHERS LATER IF YOU WISH. (COMMA BETWEEN NUMBERS, LIKE THIS: 21B040, 73C050, 51A070). PROGRAMME CODES ARE AVAILABLE ON THE PROGRAMME MASTER LIST.

21L040, 37A080

1. 21L040 URBAN STUDIES
2. 37A080 COMMUNITY RECREATION LEADERSHIP.......RIGHT? (Y OR N).

Y

OKAY. HERE ARE THE THINGS I CAN TELL YOU ABOUT THIS(THESE) PROGRAMME(S) AT THIS(THESE) INSTITUTION(S). WHICH DO YOU WANT TO KNOW ABOUT ________? (AS MANY AS YOU WISH, COMMA BETWEEN NUMBERS).

1. STUDENT SUCCESS RATES
2. QUALIFICATION(S) AWARDED/DURATION
3. LANGUAGE OF INSTRUCTION/EXAMINATION
4. SESSION START DATE(S). APPLICATION DEADLINE(S)
5. TUITION AND COMPULSORY FEES
6. SPECIAL STUDY ARRANGEMENT/SCHEDULES
7. STANDARD ADMISSION REQUIREMENTS

2, 4, 5, 6, 7

21L040 URBAN STUDIES

* QUALIFICATION(S) AWARDED/DURATION....4-YEAR BACCALAUREATE
* SESSION START DATE(S): SEPTEMBER
* RECOMMENDED APPLICATION DATE(S): MAY
* APPLICATION DEADLINE(S): AUGUST
* TUITION AND COMPULSORY FEES: $683.00 PER ACADEMIC YEAR
$145.00 PER FULL COURSE (WHEN PROGRAMME TAKEN PART-TIME)
* REQUIRED MATERIALS: APPROXIMATELY $150.00 PER ACADEMIC YEAR
APPROXIMATELY $ 30.00 PER FULL COURSE (PART-TIME)
* FEES ARE ASSESSED AS A FIXED STANDARD AMOUNT PER ACADEMIC YEAR; FOR PART-TIME PROGRAMME, FEES ARE ASSESSED AS A FIXED STANDARD AMOUNT PER COURSE.
* THIS PROGRAMME IS AVAILABLE THROUGH: PART-TIME STUDY
IT IS AVAILABLE DURING:
- REGULAR DAY - EVENING - SUMMER

```
* STANDARD ADMISSION REQUIREMENTS
*** PATTERN A....
    - REQUIRED EDUCATION LEVEL:  GRADE XII OR EQUIVALENT
    - MINIMUM AVERAGE REQUIRED:  65%
    - SUBJECT CREDITS AND MARKS REQUIRED:  ENGLISH 50%, MATHEMATICS 50%
    - REQUIRED TESTS:  LANGUAGE PROFICIENCY ENTRANCE TEST FOR STUDENTS WHOSE
        FIRST LANGUAGE IS NOT THE LANGUAGE OF INSTRUCTION.
    - TRANSCRIPTS:  REQUIRED
    - MINIMUM AGE:  16 YEARS

37A080  COMMUNITY RECREATION LEADERSHIP

* QUALIFICATION(S) AWARDED/DURATION......4-YEAR BACCALAUREATE
* SESSION START DATE(S):  SEPTEMBER
* RECOMMENDED APPLICATION DATE(S):  MAY
* APPLICATION DEADLINE(S):  AUGUST
* TUITION AND COMPULSORY FEES:  $683.00 PER ACADEMIC YEAR
                                $145.00 PER FULL COURSE (WHEN PROGRAMME TAKEN
                                 PART TIME)
* REQUIRED MATERIALS:  APPROXIMATELY $150.00 PER ACADEMIC YEAR
                       APPROXIMATELY $ 30.00 PER FULL COURSE (PART-TIME)
* FEES ARE ASSESSED AS A FIXED STANDARD AMOUNT PER ACADEMIC YEAR; FOR PART-TIME
  PROGRAMME, FEES ARE ASSESSED AS A FIXED STANDARD AMOUNT PER COURSE
* THIS PROGRAMME IS AVAILABLE THROUGH:  PART-TIME STUDY
  IT IS AVAILABLE DURING:
          - EVENING                - SUMMER                 - REGULAR DAY
* STANDARD ADMISSION REQUIREMENTS
*** PATTERN A.....
    - REQUIRED EDUCATION LEVEL:  GRADE XII OR EQUIVALENT
    - MINIMUM AVERAGE REQUIRED:  65%
    - SUBJECT CREDITS AND MARKS REQUIRED:  ENGLISH 50%, ALGEBRA 50%, GEOMETRY/
                                           TRIGONOMETRY 50%, BIOLOGY 50%
    - REQUIRED TESTS:  LANGUAGE PROFICIENCY ENTRANCE TEST FOR STUDENTS WHOSE
                       FIRST LANGUAGE IS NOT THE LANGUAGE OF INSTRUCTION.
    - TRANSCRIPTS:  REQUIRED
    - MINIMUM AGE:  16 YEARS

WHAT DO YOU WANT TO DO NOW ________ ?

1.  START EXPLORING THE INSTITUTIONS FILE ALL OVER AGAIN.
2.  GET SPECIFIC INFORMATION ABOUT ANY OTHER INSTITUTION OR PROGRAMME.
3.  GO TO THE OCCUPATIONS FILE.
4.  LEAVE THE SYSTEM.

                                        4

OKAY ___________.  I'VE ENJOYED TALKING WITH YOU.  PLEASE DISCUSS THIS
PRINTOUT WITH YOUR COUNSELLOR.  YOU'LL FIND THAT HE OR SHE CAN REALLY HELP YOU
IN THINKING ABOUT THE INFORMATION I'VE GIVEN YOU, AND IN DECIDING WHAT TO DO
NEXT.  I ENCOURAGE YOU ALSO TO DISCUSS THIS PRINTOUT WITH YOUR FAMILY, FRIENDS,
OR OTHERS YOU FEEL MIGHT HELP YOU IN CLARIFYING YOUR GOALS.

I HOPE WE'LL HAVE AN OPPORTUNITY TO GET TOGETHER AGAIN SOMETIME, AND I WISH YOU
WELL IN YOUR CAREER PLANNING.  THE EFFORTS YOU MAKE NOW COULD REALLY PAY OFF
DURING THE YEARS OF WORK AHEAD OF YOU.

GOODBYE FOR NOW _____________!
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CHECKLIST OF THE CHOICES THREE-STEP COUNSELLING PROCESS

FIRST INTERVIEW

I Determine client suitability

- motivation: why does client want to use CHOICES and can s/he benefit from it?
- readiness to make a vocational decision: does client want to consider vocational plans seriously? has client considered vocational plans before?
- is client's problem primarily vocational rather than personal?
- does client need to make an occupational decision rather than simply to find a job?

II Introduce CHOICES to clients

- purpose:
  - help client to make vocational decisions (but no ready answers)
  - client's time and energy expected
- contents: Occupations File
  - data base
  - Explore, Specific, Compare, Related
  - Topics

  Institutions File
  - data base
  - Explore, Specific, Compare
  - Topics
- delivery system
  - computer terminal
  - question and answer format
  - answers typed in
- preparatory materials
  - Handbook of CHOICES
  - Travel Guide
  - Master List of Occupations

III Start client preparation

- introduce Handbook and Travel Guide
- complete one section of the Travel Guide together
  - read corresponding page in Handbook
  - client makes selection of factor(s)
  - ask client reason(s) for choice(s)
    - i. what appeals to you?
    - ii. would you consider alternatives? which ones?
    - iii. how important is the factor you chose? is it a "must" or a preference?
  - record choice(s) on Travel Guide
  - explain that other sections are filled in similarly
  - explain how to use the Master List of Occupations to find codes for occupations in which client already may be interested
  - arrange time for next interview

SECOND INTERVIEW

IV Discuss client's objectives

- occupations s/he thinks s/he might like
- client's goals and routes to information
    - i. if client has tentative occupation choice, suggest Specific or Compare
    - ii. if client's ideas on possible occupations are weak or s/he has no tentative occupation choice at all, suggest Explore
- client's reaction to Travel Guide
    - why certain topics included?
    - trouble understanding topics or factors?
    - trouble making decisions?
    - comfortable with system and ready to move to next step?
    - answer client's questions

V Examine completed Travel Guide

- help client to distinguish between things that are important and those that are secondary
- increase client's self-awareness - recognition of strengths and weaknesses
- help client to relate his/her characteristics, activities, skills, etc. to the world of work
- confirm client's decisions on topics and factors, priorization (check for contradictory selections, restrictive choices, etc.)
- help client to recognize alternatives, evaluate them and be ready to use them if appropriate during CHOICES interaction
- help client to decide whether s/he would be willing to relocate to work or undertake training and, if so, where
- help client to plan CHOICES interaction by choosing topics and routes and sequencing their use
- reassure client
    - there are no wrong answers, only the client knows himself/herself best
    - allowing client to try out his/her ideas and test them against reality
- encourage exploratory attitude
    - suggest that client consider alternatives even if s/he has a tentative goal
- avoid:
    - telling the client results of his/her decisions (let him/her find out for himself/herself)
    - imposing your values on the client
    - giving too much information

VI Introduce CHOICES terminal

- reduce anxiety
- explain options in conversing with CHOICES
- demonstrate how to respond to CHOICES' questions
- begin conversation with CHOICES
- schedule next interview
- introduce terminal assistant

THIRD INTERVIEW

VII Discuss client's printout

- client's reaction to the system
    - satisfied, indifferent, dissatisfied?
    - ready to make decisions?
    - what learned from conversation?
    - can client use information obtained to make further decisions?
- examine lists of occupations received
    - i. does client feel occupations listed make sense? if not, look for reasons why they appeared
    - ii. what changes might client make to obtain a more satisfactory list in another interaction at the terminal?
- compare client's profile from Travel Guide with those of occupational alternatives
    - Specific and Compare Routes
    - Master List of Factors
    - What discrepancies are there between client's profile and those of occupational alternatives? What can be done about them?
        - change self
        - change occupation
        - learn to live with discrepancy (discrepancy is not in regard to a non-negotiable item in client's profile)
        - eliminate occupation from consideration
- help clients clarify their reactions to print-out

VIII Develop follow-up plan

- client requires further exploration:
    - another interaction at the terminal
    - further self-analysis, tests
    - further reading: Careers Canada, Careers Provinces, CCDO, etc.
    - direct learning about occupations - contact employers, people in the occupations, etc.

OR

- client has made decisions and seeks to implement it
    - training options:
        - further formal schooling, full- or part-time, correspondence courses, etc.
        - on-the-job training
        - apprenticeship programs
        - teaching oneself the necessary skills
    - job search
        - locating jobs; résumés; applications; interviews
    - career ladder
        - looking for related work that serves as entry level for more advanced chosen occupation

SECTION VI: CREATING A CAREER

Description: Creating A Career is a curriculum-based vocational guidance program that helps young people to acquire skills and knowledge in the areas of self-assessment, occupational exploration, career decision-making and job search. It is divided into two, independently-usable parts: Career Planning and Job Search.

Make-up of Creating A Career: Creating A Career has five components:

1. Career Planning and Job Search Workbook - contains outlines of each of the units in the program, with objectives, required preparations by students, instructions for group and individual activities, forms and worksheets for exercises, and self-evaluation checklists. This Workbook is the student's personal record of his/her vocational plans and decisions and of the way in which they were developed.

2. A Career Planning Guide - a reference book of information that is important to the process of career planning and decision-making. This book is used in conjunction with the first section of the Workbook, "Career Planning".

3. A Job Search Guide - a reference book of information and ideas that are important to the process of developing an effective job search. This book is used in conjunction with the second section of the Workbook, "Job Search".

4. Exploring Occupations Kit - a set of keysort cards that helps users to find out the occupations that fit various characteristics of users and the kind of work they seek.

5. Instructor's Manual - contains lesson plans and suggestions for instructors of Creating a Career, setting out objectives, preparation and materials required, procedures, guidelines, instructions for student activities, suggestions for follow-up activities, and references and supplementary materials.

(In addition, an individualized version of Creating a Career is being developed and piloted.)

How Creating A Career Works:

A. In the section of Creating A Career that covers career planning, students carry out a series of group and individual activities that are designed to help them develp awareness of the world of work, self-knowledge, awareness of the occupational alternatives that they might find satisfying, information-gathering techniques and decision-making skills.

First, students discuss careers with retired persons to discover what decisions are important in life and how they relate to each other. Next, students explore their values about work to define their expectations. At this point, they complete a unit that enables them to develop strategies for self-exploration, followed by two units in which they compile personal inventories of their lives' experiences and activities and complete tests, inventories and checklists about themselves and the kinds of work they think they would like. From there, students identify descriptions of themselves and their work needs in terms of those that will most broaden or restrict their opportunities. Having coded their self-information, students use the Exploring Occupations Kit to discover occupational alternatives that fit the characteristics with which they have described themselves; they also generate occupational possibilities based on their own knowledge of the world of work and apply their most restrictive self-descriptors to narrow those options. When students have arrived at a manageable list of occupational alternatives, they develop strategies for gathering further information about those alternatives. From there, they locate and evaluate occupational information on their own, discuss their progress and subsequent steps that may be needed at individual sessions with their instructor/ counsellor and examine ways of entering occupations.

B. In the section of Creating A Career that covers job search, students develop an awareness of the labour market and how job openings can be found; what employers expect and what workers can expect in return; how to identify jobs for which they are qualified; ways of applying for jobs; and how to handle interviews.

Students first prepare inventories of their lives' activities to help determine the kinds of work that they would find satisfying and at which they would likely be successful; in this way, they see that they have something to offer to employers. Next, students examine the labour market to see that jobs can be found. From there, students explore the ways of finding out about job openings - advertisements, employment agencies, school placement offices, individuals who would be able to help, and approaching employers on one's own. Then, students examine employer/employee expectations of each other and personal job traits and past performances that might hinder them in getting a job. Students examine the task of investigating prospective jobs and employers and of identifying the jobs for which they are qualified and should apply. Next they find out about methods of applying for jobs that are designed to convince the employer to interview the applicant: résumés with covering letters, letters of application, application forms and telephone contacts. Finally, students consider important ways of preparing for job interviews and practise interview techniques before arranging for and going to a simulated interview with an actual employer.

In addition to career planning and job search skills, Creating A Career helps students to develop basic techniques for decision-making and information-gathering and assessing.

Purpose and Role of Creating A Career in the Career Counselling Progression:

Creating A Career fulfills three of the four stages of the career counselling progression. In the Career Planning section, students carry out self-explorations and self-assessments that enable them to identify possibly suitable occupations; they also explore occupational alternatives in detail, evaluate what they find out and consider preparations for entering occupations. These processes correspond with the first two stages of the progression: identifying possibly suitable occupations and exploring occupations. After completing this section, students are ready for an employability assessment, if desired, although job search usually is the next topic covered with the Creating A Career program.

The Job Search section of Creating A Career fulfills the fourth stage in the progression: the development of knowledge and skills for an effective job search. Thus, the student becomes job-ready and is fully-equipped to enter and function in the labour market.

CREATING A CAREER

Creating A Career is a curriculum-based vocational guidance program that helps young people to acquire skills and knowledge in the areas of self-assessment, occupational exploration, career decision-making and job search.

Background - Problems and Needs:

In the fall of 1972, 55-65% of registrations in Canada Manpower centres were by people between the ages of 15 and 24. Youth unemployment was high and frequent, hopping from one job to another was common and young people often exhibited no orientation to the future. In short, many young people were floundering in the vast ocean of the labour market, without navigational and swimming skills.

As responses to the high level of youth unemployment, several programs and studies were initiated, including Youth Career Counselling Centres, Careers Canada, Careers Provinces, Creative Job Search Technique, studies that led to the development of CHOICES and studies on the long-range impact of the bulge of young people in the labour market. In addition, a five-year study of vocational guidance, Raymond Breton's Social and Academic Factors in the Career Decisions of Canadian Youth, was published in 1972 with findings that eventually would be addressed by Creating A Career. Included in these findings was that over 30% of Canadian high school students had no occupational proferences and many more seemed to have inappropriate or unrealistic goals.

Further studies revealed the following problems:

STUDENTS lacked (a) self-knowledge and the ability to develop self-knowledge, including a positive self-concept; (b) knowledge of the world of work, such as the expectations of employers and information about a wide range of occupations; (c) decision-making skills - i.e. strategy for making occupational choices and the ability to put together and relate self-information and information about occupations; and (d) job search skills - in effect, skills of transition and choosing an alternate environment, as well as related communication skills.

VOCATIONAL GUIDANCE PROGRAMS AND ACTIVITIES in secondary schools, community colleges and universities in 1972-73 typically were disorganized and relied on miscellaneous occupational monographs and other ad hoc sources. There was some sort of group testing for interests and aptitudes, the results of which frequently were simply kept on file. Career expositions and talks by guest speakers took place occasionally. Curriculum-based vocational guidance programs and regular home-room guidance periods existed in some places.

THE SCHOOL ENVIRONMENT was not well-geared to vocational guidance. Curricula were based on an ideal of English composition/literature, social studies (e.g. history), mathematics, biology, chemistry, physics and a language; and while comprehensive secondary schools had led to some occupational exposure, occupationally-oriented courses were still not available to many students. There was a lack of guidance counsellors, especially full-time ones; even by 1978, only about 15% of schools (more in large centres) had counsellors. In addition, counsellors did not have curricula of their own, they were not seen as teachers and they found themselves outside the classroom; counsellors played a passive role in the school in that students came to them rather than having the chance to take part in an active, established program.

Thus, the need was identified for an active, curriculum-based vocational guidance program that would help students to develop self-knowledge, knowledge of the world of work, decision-making skills and job search skills. Since counsellors were not always available, the program had to be one that could be carried out by regular classroom teachers.

Background - Development of Creating a Career:

In developing Creating A Career, certain design criteria were set out:

The program would have clearly-defined objectives, both for teaching and for evaluation.

The program would be flexible to allow for alternate methods of instruction, depending on the instructional skills and preferences of instructors. It would also be adaptable to the needs of particular areas and groups.

There would be an integrated evaluation method that would enable the instructor to determine at any point how each student was doing.

The program would stand on its own so that it could be implemented and disseminated independently of its developers.

The initial developmental work on Creating A Career took place from January to July, 1973, following which bits and pieces were implemented to test the assumptions that groups of students would interact on personal matters and that the instructional techniques were appropriate. From the fall of 1974 to the spring of 1975, the entire course was field tested at fifteen sites in Canada. The revised "street version" of Creating A Career appeared in March 1976.

CREATING A CAREER

Curriculum Outline:

As a result of the 1974-5 field test, it was realized that the Career Planning and Job Search sections of Creating A Career would best be useable independently of each other. During the field test, morale of students had been high during the Career Planning section, but low in the Job Search section, since the latter was often irrelevant to students who were not going to be looking for a job imminently. By dividing the course into the two parts, the Career Planning and Job Search sections could be used together or by themselves, depending on the needs and readiness of the students.

CAREER PLANNING

Unit 1:

Where to start was a problem. However, certain kinds of approaches would not work:

Impersonal Objective	- e.g. study math	- low anxiety, cognitive
Impersonal Subjective	- e.g. describe Hitler's rise to power	- low anxiety, largely cognitive
Personal Objective	- e.g. How tall are you?	- some anxiety, personal but precise
Personal Subjective	- e.g. What will you be doing five years from now?	- high anxiety, very personal

Clearly, subjects of a personal subjective nature are inappropriate starting points, since students tend to find them too threatening. This was demonstrated in the field test, in which the course started from the point, "Who are you?", a personal subjective topic that provoked high anxiety.

To start out with impersonal objective or impersonal subjective topics would be less threatening to students. Thus, the first unit in Creating A Career's Career Planning section calls for retired persons to describe and answer questions about their careers. This was unthreatening for students because it was someone else who was talking about his/her life.

This unit serves to give students an initial orientation to the world of work and the language of career planning, giving the group a common base for discussion. It also establishes certain important concepts and distinctions:

Job - a particular position, employer-specific
Occupation - the kind of work done
Career - the description of one's life experience to the present.

Jobs and occupations are chosen, but careers are the results of those and other decisions.

The aim of the retired person in these sessions is to make students aware that:

- more than one decision is required in the course of a career
- decisions affect each other; they're interrelated
- both personal and external factors necessitate and affect decisions
- decisions are affected by a variety of factors, not all of which seem to be directly related to the nature of the work itself (e.g. dependents, location).

Unit 2:

This unit deals with the problem of work values. Essentially, this involves the decision to work or not to work. The unit raises the issue so that students can ponder it and express their feelings, but no "correct" values are prescribed.

Unit 3:

Unit 3 introduces the decision-making strategy which is used throughout Creating A Career whenever the student has to make a decision.

WHAT do you need to know (to make a decision)?
HOW can you find out?
HOW GOOD is the information?

Units 4 and 5:

These two units involve students in ways of knowing themselves:

- personal history of experiences and activities
- consulting people who know you
- tests - interests, aptitudes

Unit 6:

By this point, students have a lot of unorganized information about themselves. In Unit 6, they are asked to structure this information. They reconcile contradictory information from the personal inventory and tests (students often require some individual counselling at this point); they classify their information according to:

WHAT I WOULD LIKE TO DO
WHAT I AM ABLE TO DO
WHAT I AM WILLING TO DO

using a set of occupational descriptors (CCDO factors); and they order their information in consideration of what descriptors are likely to provide them with a broad range of occupational alternatives and what ones would tend to restrict their alternatives.

Unit 7:

In Unit 7, students identify occupational alternatives based on their personal descriptors. First, they generate alternatives using their own knowledge of occupations; since their knowledge base concerning occupations is usually rather limited, they often can generate only a few - some of which reflect misinformation. Because of this problem, students then use the Exploring Occupations (keysort) Kit to identify possibly suitable occupations.

This last step has the byproduct of demonstrating to students the wide range of occupations that exist and the inaccuracy of some of their impressions about certain occupations.

Unit 8:

Once the students have lists of occupations, they are asked to explore three of them in depth. The 3-step decision-making model is employed again (what information needed/how to find out/how good). The point of the exercise is not necessarily to make a final occupational choice, but to develop the skills needed to do so.

Unit 9:

Unit 9 involves the evaluation of the occupational information gathered in Unit 8. It is in this unit that students find out how to make an occupational decision by classifying occupations according to (a) what leads me to believe I would be successful and (b) what leads me to believe I would be satisfied.

Unit 10:

This unit is inserted in the course to complete the decision-making strategy. Unit 10 deals with preparation for entry into chosen occupations (education and training) and decision-making about those plans and preparations. Students often require individual counselling and/or repeating of earlier units. Options are explored and the possible results are (a) going back (change occupation), (b) plan for and embark upon suitable education and training, or (c) conduct a job search.

JOB SEARCH

Unit 1:

This unit is devoted to self-analysis by students in preparation for applying for a job. Since a job is employer-specific, this self-analysis is done in relation to a specific employer. The emphasis is on what the applicant has to offer to the employer - present skills, knowledge and experience.

Units 2-6:

These units are devoted to ways of locating jobs by identifying causes of job openings and examining employment trends; locating and answering classified ads for job vacancies; using employment agencies; using school placement offices; and taking advantage of personal contacts and employer canvasses.

Unit 7-9:

These units deal with evaluating job openings. Students identify employer expectations and working conditions and compare their own attributes (skills, experience, knowledge) with job requirements.

Units 10-13:

These units examine ways of applying for jobs. The methods covered are résumés, letters of application, application forms and telephone contacts.

Units 14-15:

These two units deal with job interviews: preparation and interview behaviour. Students are given the opportunity to practise their interview skills in role-playing exercises and interviews with real employers.

Program Materials:

The physical materials that were designed to be used as part of the Creating A Career program had to satisfy several requirements. They had to be designed so that a minimum of orientation of instructors would be needed. In addition, the materials had to suit a variable range of institutional needs and situations, including the availability, or lack thereof, of equipment, facilities and auxiliary materials. They had to be inexpensive, both in terms of start-up cost and replacement of consumeable items. They had to be portable, which entailed a minimum number of components. Finally, the Creating A Career materials had to be simple to understand and to use.

The components of Creating A Career include the Instructor's Manual, with guidelines for the conduct of the course; this manual is published in loose-leaf form so that instructors can add their own notes in appropriate places.

The Student's Workbook is a career planning guide and catalogue that the student can take away as a permanent record of his/her decisions and the process by which they were reached. Thus, the student not only has a record of his/her choices, but a guide to how they made and how to make similar choices in future.

Two textbooks go with the course: A Career Planning Guide and A Job Search Guide. It is assumed that teachers already have instructional techniques, but they may lack knowledge in the areas of career planning and job search. Thus, these two textbooks provide instructors with any needed support to do with content - the instructor's manual deals with the process.

The Exploring Occupations Kit is a portable file of occupations and their characteristics. For each unit group or cluster of occupations, there is a card that is notched around its edge according to the occupational characteristics of the group or cluster, as listed in Volume II of the CCDO. When a skewer or similarly-shaped object is passed through the hole in a stack of cards for a desired characteristic, all the cards for occupational groups or clusters that fit that characteristic fall out of the pack.

Supplementary materials that can be used with Creating A Career include the Canadian Classification and Dictionary of Occupations (CCDO), Volumes I and II; standardized tests such as the General Aptitude Test Battery (GATB) for aptitudes and the Canadian Occupational Interest Inventory (COII) for interests. (Other interest tests that might be used are Kuder, Holland and Strong-Campbell.) A wide range of occupational information should be available, such as Careers Provinces, Careers Canada, the Canadian Occupational Forecast (COFOR), the Forward Occupational Imbalance Listing (FOIL), the College and University Program Tables, Guidance Centre occupational monographs and college calendars.

In place of the Exploring Occupations Kit, it is possible to substitute the Index to Canadian Occupations (ICO) or CHOICES.

CREATING A CAREER/PROCESS AND NEEDS MET

UNIT	STUDENT'S NEEDS MET	STAGE IN PROGRESSION
CP 1 - factors and decisions in career directions	- world of work - decision-making - self-knowledge	
CP 2 - work values	- self-knowledge	
CP 3 - decision strategy	- decision-making	self-assessment and identification of possibly suitable occupations
CP 4 - personal inventory	- self-knowledge	
CP 5 - tests	- self-knowledge	
CP 6 - organizing self-information	- self-knowledge	
CP 7 - identifying occupational alternatives	- world of work	
CP 8 - exploring occupations in depth	- world of work	
CP 9 - evaluating occupational alternatives	- decision-making	exploring and assessing occupations
CP10 - preparation for entry into an occupation	- decision-making	
JS 1-15 - self-analysis, locating jobs, assessing jobs, applying for jobs	- job search skills - self-knowledge	job search

CP: Career Planning Section
JS: Job Search Section

A CHECKLIST FOR INVOLVING RESOURCE PERSONS IN CREATING A CAREER

Deciding to involve a resource person

Determine if use of a resource person is the best way to achieve the desired objectives.

1. Relationship to objectives -- provides a necessary learning experience not available in the classroom.
2. Consider using recordings of presentations made by prior resource persons as an alternative (be sure to check that information is up-to-date and appropriate).
3. Consider pre-recording by a student committee for playback to class as an alternative (planning and student maturity are needed for this alternative).
4. Qualified in-school and/or community resource persons are available.
5. The resource persons are able to carry on a meaningful discussion with students.
6. Students have the ability to learn from resource person's presentation.
7. Sufficient time is available for selection, planning and evaluation should a resource person be used.

Selecting the resource person

1. A community resource directory is consulted where available -- consider both in-school and community resource persons.
2. Students and instructor work cooperatively to identify several choices for a resource person.
3. Avoid over-use and non-use of qualified persons.
4. Alternative choices are kept for back-up in case resource person selected should not be available.

Planning for involvement of a resource person:

The resource person is contacted to schedule a planning meeting with the instructor to coordinate and/or reach agreement on the following:

1. Objectives to be achieved are provided in writing to the resource person.
2. Experiences to be included during the visit are agreed upon.
3. Date, time and location of the presentation are provided to the resource person in writing. The length of the presentation is mutually agreed upon.
4. Instructor obtains basic information about resource person to use in introducing him/her to class.

5. Instructor provides the resource person with basic information about the class -- size, age and grade level, previous career education experiences, special interests, etc.

6. Instructional techniques to be used in the presentation are agreed upon.

7. Materials and equipment needed by the resource person are determined.

Class planning and preparation

1. Related class activities are scheduled prior to the resource person's visit.

2. Discussion questions are developed cooperatively by students and instructor.

3. Students are provided with final details of the visit, basic data on resource person and any background materials on the topic to be covered.

4. Students are prepared to operate the equipment if the presentation is to be recorded for future use.

On the day of the visit

1. Necessary materials and equipment are on hand and in proper working order.

2. A telephone call is made to the resource person to check last-minute details and serve as a final reminder.

During resource person's presentation

1. Resource person is introduced to the class.

2. Instructor provides planned for materials and equipment and assumes agreed upon role.

3. Students record presentation if appropriate.

4. Students take notes and participate in discussion.

Follow-up

1. Class activities related to the resource person's presentation are subsequently undertaken.

2. Student appointee or instructor writes thank-you note.

3. Any recording of the presentation is classified and filed for future use.

Evaluation

1. Evaluation data are obtained from students, instructor and resource person and then summarized.

SUGGESTIONS TO RESOURCE PERSONS FOR EFFECTIVE PRESENTATIONS

Content

1. Have an interesting opening to help establish initial rapport with students.
2. Have a few "barameter" questions ready for determining how much the group already knows about the subject and to involve them immediately.
3. When using a specific example for further clarification, select one which might have been experienced by the students. Talking down to the students is as undesirable as talking over their heads.
4. The extensive use of dates or statistics should be avoided whenever possible. They cloud the main ideas and are not retained by the students.
5. When introducing what you think might be unfamiliar terminology, take time to write the word on the chalkboard. If you ask students, "Do you know what _________ means?", they will often say "yes" when, in reality, they do not.
6. Visual materials (slides, charts, diagrams, etc.) should be incorporated into your presentation whenever possible.
7. Plan a presentation which does not "preach" but allows students to draw some conclusions on their own.

Length

1. The length of your presentation should be governed by the age and experience of students. Presentations without visual aids should be shorter than those that provide a variety of instructional materials.
2. If your audience is getting restless during the question and answer period following your presentation, take the initiative to stop any further questions immediately or say, "I'll have time for two more questions".

Delivery

1. An effective presentation should not be rushed. The content should not be so extensive that this would be necessary. Give the students the feeling that you want to spend the time with them.
2. Try to involve your audience whenever possible by directing questions to them or asking for their assistance in demonstrations, etc.
3. Do not read your presentation material.
4. The attention of your audience will be improved if you maintain eye contact with them so that they feel you are speaking to them personally.

5. It is advisable not to distribute materials during your presentation as this draws attention away from you. Time should be allowed at the end of the session for students to see things.

After your presentation

1. Include your suggestions for how your experience could have been improved and your suggestions for other information that should be included on the evaluation form you receive and return it to the instructor.

EXAMPLE OF PERSONAL INVENTORY APPROACH

Activity: Amateur radio operator

Done Well

- speak clearly
- keep detailed record of radio contacts
- hear clearly
- understand Morse Code
- make fine adjustments to settings, instruments and small parts
- learn about and use electronics
- provide emergency communications

Not Done Well

- identifying colour-coded transistors and other radio components (colour-blindness)

Like

- speaking with many people from a variety of places
- working with hands
- doing a technical activity
- taking part in group activities with other operators

Dislike

- routine of keeping regularly scheduled radio contacts
- too much time sometimes required

I AM ... precise, communicative, technical, able to work alone
I AM NOT ... people-oriented (in person), rigid in planning my time

TESTS/CHECKLISTS GRID

TOPIC	TESTS	CHECKLIST
Interests	COII Kuder, Strong-Campbell OVIS	x
Aptitudes	GATB DAT	x
Physical Activities	no test	x
Environmental Conditions	no test	x
Temperaments	no test	x
General Educational Development (GED)	no test	consult table in CAC Unit 5
Specific Vocational Preparation (SVP)	no test	consult table in CAC Unit 5
Data/People/Things (DPT)	no test	self-rating by high-medium-low

NOTES ON TESTS AND CHECKLISTS

The following points should be noted about tests and checklists that are used as part of the self-exploration in the Career Planning Section of Creating A Career:

1. Interests - Tests - Canadian Occupational Interest Inventory (COII):
This test is simple, but useful. Users are asked to choose between two sets of activities in indicating their work preferences. There are 70 such questions. Answers are analyzed to determine dominant interests. COII tests for CCDO interest factors. It's a good teaching tool.

- Kuder, Strong-Campbell, Ohio Vocational Interest Survey (OVIS):
These tests are commonly used, but their results have to be converted to CCDO factors for use with Creating A Career.

Checklist - self-assessment included in Creating A Career

2. Aptitudes - Tests - General Aptitude Test Battery (GATB):
The results of GATB can be converted to CCDO Aptitude levels easily, but Eye-hand-foot coordination and Colour discrimination, which are used in the CCDO, are tested by GATB. Only teachers and counsellors who have been certified to use GATB can administer it.

- Differential Aptitude Test (DAT):
This test requires a conversion of its results to CCDO levels and codes.

Checklist - self-assessment included in Creating A Career; can be used:

- if students have a low reading level;
- if tests are unavailable;
- in addition to tests.

If the students can understand the factor, s/he can assess whether s/he has that aptitude and at what level; but, there is a tendency for people to underestimate the levels of their aptitudes in self-assessments.

3. Physical Activities - There is only a checklist. Users are asked to indicate their preferences and capacities.

4. Environmental Conditions - There is only a checklist. Users are asked to indicate their preferences and capacities. Few people would actually prefer most environmental conditions, but those that are acceptable may be indicated (e.g. lack of allergies would permit work in the presence of fumes, odours, dust and/or poor ventilation).

5 Temperaments - There is only a checklist. Self-assessment of temperaments is often very difficult; it is perhaps more important to eliminate the situations to which one could not adjust, but some positive preferences are desirable. The aim is to choose the work situations for which one has the capacity to adapt.

6. General Educational Development (GED) and Specific Vocational Preparation (SVP) - There are tables from which users choose the levels of education and training that they (a) currently possess and (b) are willing to or expect to attain.

7. Data-People-Things (DPT) - There is a checklist to assess this category. Instead of rating themselves for data, people and things relationships that they would want in their work on the CCDO's 9-point scale, users simply indicate whether they are interested or capable of working with data, people and things at high, medium or low levels.

EXAMPLE OF AN OCCUPATIONAL EVALUATION GRID

CREATING A CAREER

Question	Occupation 1	Occupation 2	Occupation 3
duties	2	3	2
advancement possibilities	1	2	2
wages	2	2	3
future outlook	3	2	2
independence	2	3	2
educational requirements	2	3	1
geographic location	1	3	2
	13	18	14

METHODS AND MATERIALS OF VOCATIONAL COUNSELLING

SECTION I - TEST

1. List and define six categories of characteristics that are used in the Index to Canadian Occupations and Your Personal Occupation Selector for self-assessment by clients. 12

2. From the following list of characteristics used in the ICO and Your Personal Occupation Selector, identify the category from which each is taken:

   (a) Work that is done near noise or vibration.
   (b) Doing work where you can see clearly and immediately the results of your efforts.
   (c) Vocational/trade school or institute of technology (1 year or less in length).
   (d) Business contact with people - in things like organizing, interviewing, persuading, selling, giving information and supervising.
   (e) Communicate information to others by speaking accurately and clearly.
   (f) See slight differences in shape, size and detail of objects or pictures.
   (g) Work which is done in situations where there is a definite risk of injury.
   (h) Duties that are repeated often and regularly according to set procedures - regular, uncomplicated routine.
   (i) Influencing people's opinions, attitudes and judgements about ideas or things.
   (j) Work quickly and accurately with numbers. 10

3. Outline three steps in the process involved in using the Index to Canadian Occupations, identifying the components of the system that are used at each step. 20

4. Outline the points that a counsellor should make in introducing the Index to Canadian Occupations to a client. 20

5. List and explain two ways in which the data obtained by using the Index to Canadian Occupations can be interpreted in light of the user's particular needs. 10

6. List the two purposes for which Your Personal Occupation Selector can be used and the two kinds of clients for which it is appropriate. 8

7. Outline the steps in using Your Personal Occupation Selector, identifying the components that are used at each step. 20

METHODS AND MATERIALS OF VOCATIONAL COUNSELLING

SECTION II - TEST

1. List ten kinds of information that one might need to obtain about occupations in order to choose one to pursue. 20

2. Publications are one possible source of information about occupations. List four others. 8

3. List six publications that contain information about occupations and describe the kind(s) of information in each. 24

4. List two tables that can be used to access certain publications of occupational information according to the occupational groups or clusters used in the Index to Canadian Occupations and indicate the publications that can be accessed through each. 5

5. From the following Qualification Profile, interpret the characteristics of the occupation it represents. 10

BIOLOGISTS AND RELATED SCIENTISTS

Aptitudes											PA	EC	GED	SVP	Ints.	Temps.
G	V	N	S	P	Q	K	F	M	E	C						
$\underline{1}$	$\underline{1}$	$\underline{1}$	$\underline{2}$	2	3	3	2	3	5	3	S47	I6	6	8	781	09Y1
		$\underline{2}$	$\underline{1}$	$\underline{1}$		2	3			$\underline{2}$						

6. When given the name of an occupation and a short description, how would you find its listing in the CCDO? 5

7. List five kinds of self-knowledge that a client would need in order to properly assess information about occupations. 10

8. Outline a process for comparing and assessing information about occupations in order to choose an occupation to pursue. 8

9. List five roles that a counsellor can play in guiding a client through the process of occupational exploration. 10

METHODS AND MATERIALS OF VOCATIONAL COUNSELLING

SECTION III - TEST

1. List five categories of factors that affect employment readiness and give an example of each. 20
2. List and describe three components used by clients when going through the PLACE system of employability assessment. 12
3. Outline the process that is followed when using PLACE and illustrate with a diagram. 30
4. List three kinds of clients who can benefit from PLACE. 6
5. List four roles that a counsellor can play in helping clients to use PLACE. 12
6. Outline the points that a counsellor should make in introducing PLACE to a client. 20

METHODS AND MATERIALS OF VOCATIONAL COUNSELLING

SECTION IV - TEST

1. List and describe four areas of importance to be considered when developping job search skills. 20

2. Describe the sequence of CJST sessions. 50

3. List six roles of a CJST group leader and, for each, give one strategy for its achievement. 30

METHODS AND MATERIALS OF VOCATIONAL COUNSELLING

SECTION V - TEST

1. What stages of the career counselling progression can be fulfilled using CHOICES. 4

2. Outline the structure of the information in CHOICES and the routes by which it can be accessed. 15

3. List 15 topics about occupations that are used in the CHOICES system. 15

4. Describe the process by which CHOICES is used to examine the world of work, identifying the components or access routes that are involved at each step. 20

5. In CHOICES, what is the difference between related and similar occupations? 6

6. Why is it important for a client to know the order in which topics chosen are important to him/her when using CHOICES? 10

7. Outline the main points of the CHOICES counselling process, illustrating with a diagram if desired. 30

METHODS AND MATERIALS OF VOCATIONAL COUNSELLING

SECTION VI - TEST

1. What stages of the career counselling progression can be fulfilled using Creating A Career? 6
2. Describe the problems and needs in response to which Creating A Career was developed? 20
3. Explain the decision-making strategy that is used throughout Creating A Career. 9
4. Outline the Creating A Career process of career planning, indicating how the decision-making strategy is applied. 30
5. Describe the skills that Creating A Career teaches students to enable them to find jobs. 20
6. Outline the decisions and plans that are required in implementing Creating A Career in a school. 15